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ABSTRACT

The major objective of this project was to develop a new social studies curriculum for the inner city. Specific needs were to be addressed in developing the new social studies: the need to be an agent for developing the intellectual skills necessary for citizens to assimilate and process information so that they can better aid in determining policy, and the need to have a cohesive curriculum which is designed from the primary through the secondary grades. The creation of such a social studies design from 1968 to 1971 is described in this report. Chapter one focuses on the problem of the social studies program in the inner city, while chapter two gives a brief history of the project. Chapters three, four, and five discuss the products of the project, the evaluations of the products, and the future of FICSS respectively. Twelve appendices comprise the remainder of this work. The five Ohio school districts supporting and participating in this project are Akron, Canton, Mansfield, Youngstown and the Youngstown Diocese. (FDI)

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PROJECT FICSS

(FOCUS ON INNER CITY SOCIAL STUDIES)

FINAL REPORT

prepared by
Dr. Melvin Arnoff
Director, Project FICSS
Associate Professor, Social Studies Education
Kent State University

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A Project to develop
a K-12 Social Studies Curriculum Design
and Selected Resource Units
Geared to the Needs of the Inner City

JUNE 1971

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PARTICIPATING SCHOOL DISTRICTS AND SUPERINTENDENTS

Akron	Mr. Conrad Ott
Canton	Dr. Henry Kurdziel
Mansfield	Mr. Robert E. Glass
Youngstown	Dr. Richard Viering
Youngstown Diocese	Msgr. William A. Hughes

Grant Recipient
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PROJECT FICSS

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An acknowledgement preceding a final report of a research project may not be traditional, but is certainly warranted. The unbelievable effort expended by so many persons is what makes a project possible. Especially one so large as FICSS demands not only great effort, but a high degree of cooperation among school districts and individuals.

Without the initial support of the Dean of the College of Education of Kent State University, this Project would not have begun. Once initiated it was nurtured by the five district superintendents and the social studies supervisors. It came to life in the hands of the Unit Writers and was refined by the Research Assistants. It was communicated through the skilled hands of the office staff and managed by the various administrators. The evaluators helped appraise our efforts. Innovative teachers shepherded the new curriculum which was then appraised by the evaluation staff.

But one not mentioned in the body of this report deserves acknowledgement. The director's wife, Ruth, made her contribution by understanding the demands of FICSS and assuming duties which allowed him to meet these demands.

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Chapter I

THE PROBLEM

The Social Milieu

Uncle Tom, militant, Charlie, honky, oreo, redneck, watermelon, apple, Chicano, deprived, disadvantaged, ethnicity, pride, power, riots, integration, relevance.... These terms serve as a modest introduction to some of the dimensions of the social problems which are part of the real world of the United States in the 1970's.

The listing by Charles Reich is not much more consoling:

1. Disorder, corruption, hypocrisy, war...
2. Poverty, distorted priorities, and law-making by private power...
3. Uncontrolled technology and the destruction of environment...
4. Decline of democracy and liberty; powerlessness...
5. The artificiality of work and culture...
6. Absence of community.
7. Loss of self...[1]

Most adults will readily recall the series of urban riots which swept the nation in the 1960's. These, it cannot be denied, were the products of social ills. Without question, problems of economics, politics, and morality were included among the myriad of motivations which led to these social breakdowns.

The problems referred to above neither comprise a balanced reporting of the positives and negatives of our culture nor an exhaustive taxonomy of social ills. In regard to the first point, we are fortunate, indeed, to live in a nation which has so many positives, one which allows, and perhaps, even invites the kinds of negatives assembled in these brief introductory pages. Even in such a highly critical essay as The Greening of America the author points out:

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[1]Charles A. Reich, The Greening of America, New York: Random House, 1970, pp. 6-9

> The fact is that America still has, despite all we have said, a democratic form. Power is not exercised in this country by force of arms, as in some dictatorships.... Our form of government...still has enough flexibility to permit a determined people to make the necessary changes. Elected officials show a remarkable ability to change when their constituencies change...[2]

Thus, the negatives are cited lovingly so that we can be made more aware of the work which society must yet do to bring the dream of the U.S. closer to the reality of <u>us</u>.

As far as serving as an exhaustive taxonomy, such would be out of keeping with an introductory chapter. The important function of this section is to remind the reader that there are many areas of our social world which need tending and mending for it is within this world, hopefully, that the schools function and from which they ostensibly derive their purposes.

The Social Milieu and the Disadvantaged

Who in our society most suffer from the kinds of problems which currently characterize our social milieu? The question is obviously loaded if only that the expected answer appears in the title of this section. But the reader must determine if there is a more realistic answer. If, for example, there is disorder, where is it most likely to occur? Who will suffer most if there is corruption in city government? Who fights the nation's wars?

Whenever the nation goes into a recession, it is obvious that those most recently employed and at the lowest levels will be laid off. These will be the unskilled, the undereducated, and the disadvantaged. The greatest numbers of these will be from minority groups. Yet these same people are the ones who are most likely to experience extreme difficulties in finding employment in the first place.

While it is apparent that the economic system works to the disadvantage of the disadvantaged, it is also well known that the political system also fails to be responsive to their needs. Regardless of the fact that in many areas minority group people have constituted the majority of residents of a city or even a state, only in recent times (and perhaps during Reconstruction) have these minorities been

[2] <u>Ibid.</u>, p. 307

able to find themselves represented in the executive and legislative branches of local, state, and federal government. (The thirteen black members of Congress constitute less than two and one half percent of the total 535 Representatives and Senators.)

When it comes to availing oneself of the services of the city and the resources of the state, the disadvantaged are truly disadvantaged again.

> Along with the legislatures, the American middle class must also share much of the blame as well, for it has been politically dominant and controlled the actions of the state legislatures in most states almost continuously since the Civil War. The middle class might point to the problems of the suburbs in the 1940's and 1950's (and they were many) as a partial reason for this neglect, but all too often the cities came off second-best as state legislatures belatedly began to give municipalities grants of money to help them deal with their fire, water, sewage, police, and education problems. All too often, formulas were "stacked" and rural and suburban areas ended up proportionately better off (especially when considering ability to pay) than did the center cities.[3]

What compounds the problems further is the drain of talent and dollars caused by the exodus of the more affluent city dwellers.

> Suburbanites generally dependent for their livelihoods on the central city, often were not so much lured by the suburb as repelled by the economic and educational problems which the central city faced....Often the central city, because of the nature of the population in it and because of the paucity of its tax revenue, is left with the most serious difficulties.[4]

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[3]David M. Alloway and Francesco Cordasco, Minorities and the American City, New York: David McKay Co., 1970, p. 36

[4]J. Steele Gow, Jr., Burkart Holzner, and William C. Pendleton, "Economic, Social, and Political Forces," Chapter VII, The Changing American School. John I. Goodlad (ed.), Sixty-fifth Yearbook, National Society for the Study of Education, Chicago, 1966, p. 169

A similar observation was made by Harold B. Gores in an independent chapter in the same yearbook, "Schoolhouse in Transition," Chapter VI, Goodlad, Op. Cit., p. 148

For these many reasons, it is clear that the problems of urban life weigh most heavily upon those who live in the central cities of our nation. Those who are able, escape, but the problems do not follow them. They remain behind to burden those who seem to be least able to modify them.

Education and the Disadvantaged

And what payoff for the disadvantaged is there in education? At this time it is general knowledge that for every year the disadvantaged attend school, they fall one half year behind in measured achievement on basic skills. According to the Coleman Report, the median test scores of Puerto Rican, Indian American, Mexican American, and Negro twelfth grade pupils are considerably below that of white and Oriental Americans. From 70 to 85 percent of the pupils of these minorities fall below the average while only 50 percent of the whites do.[5]

Perhaps the most damaging finding of the Coleman Report is the disturbing fact that the achievement in schools is due more to the background of the family than it is to anything the schools have done. That the schools have not enabled the disadvantaged to become less disadvantaged adults who function in the world of economic, political, and social dynamics, is seriously to their discredit.

> ...the responsibility to create achievement lies with the educational institution, not the child. The difference in an achievement at grade 12 between the average Negro and the average white is, in effect, the degree of inequality of opportunity, and the reduction of that inequality is a responsibility of the school.[6]

It can be understood that members of minority groups might not have sought success in public education since there was no payoff. When they went out to get a job, they found themselves earning less for the same work performed by equally qualified whites. In such a society, why bother getting an education?

The children who attend inner city schools may be different than those in suburbia, at least in attitude. Middle class children who have a tradition of education and much

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[5]James S. Coleman, et al., Equality of Educational Opportunity, Washington, D.C.: U.S. Government Printing Office, 1966, Table 9

[6]James Coleman, "The Concept of Equality of Educational Opportunity," Harvard Educational Review, 38:1, (Winter, 1968,) p. 2

promise of payoff, will probably have much motivation to achieve in school. But take away both an academically oriented tradition and potential payoff, and what is left to motivate inner city youth? Worse than this, the middle class child may assume that that which he is learning is worthwhile even if only for the reason that 'it works.' But it does not 'work' for the minority child. Since he does not assume the value of his school work, he may be in a stronger position to analyze and evaluate it than is his more affluent counterpart.

The many instances in which the people have sought community control and other radical measures to improve the quality of education for their children bear witness to the fact that, while they do not necessarily approve of what the schools are doing, they do have faith in what schooling can do. They are seeking new models for school administration and curriculum, models which promise better payoff for the next generations. In a study of "Youth and Poverty," Gottlieb stated that "nothing in education can be considered sacrosanct if effective programs to meet the needs of the poor are to be generated." Gottlieb indicated that the poor have no commitment to an educational system which is perceived to be irrelevant to present-day or future realities.[7]

Perhaps the whole tenor of the current social milieu is characterized by the impatience of a formerly docile and powerless segment of society. Now that they have learned that through both orthodox and unorthodox channels they can effect change, they act with similar impatience to effect changes in schools. For once they expect, no, demand that schools be of service to them.

> What has produced such profound disappointment with the public school as an institution, and such burning anger at public school teachers and administrators, is the fact that recognition of the importance of education has coincided with a profound change in expectations, especially among Negro Americans, but now increasingly among Puerto Ricans, Mexican Americans, and Indian Americans as well. They are furious because the schools are not moving their children into the middle class rapidly enough.[8]

The school curriculum has not been neutral. It has had a viewpoint which at various times has become loud and clear.

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[7]David Gottlieb, Robert L. Green, Ira Iscoe, and Arthur Pearl, "Youth and Poverty,: monograph," Office of Economic Opportunity, July, 1965, p. 43 ff.

[8]Silberman, Op. Cit., p. 69

During the period of post-World War I isolationism, school children got the message. When some form of world government was being anticipated and developed, schools began learning about the United Nations.[9] The disadvantaged now want to see their schools promoting ends they perceive as worthy. In this way they see the possibility of developing a vehicle for societal transformation. Consequently they will put a value on education, providing it is designed to serve the people of the inner city.

> It is now plain that the best place to begin to break through is in the area of education. Until educational deficiencies are relieved, the problems of inadequate employment and unwholesome environment will continue to defy solution. Not only has the public educational system almost wholly failed the ghetto dweller, but it is also failing his children, thus condemning yet another generation.[10]

The evidence and opinions of respected educators are congruent in pointing to the need for a newly conceived curriculum for the inner city. Taba and Elkins, in describing their work with disadvantaged youngsters concluded:

> ...it is necessary to restructure both the content and the process of education to make an impact on these [disadvantaged] students. This point is emphasized by others who have concerned themselves with the problems of compensatory education.
>
> But unlocking the hidden potential also requires a radical change in curriculum and teaching on all levels.[11]

But how much is happening in this direction? What efforts are being made to restructure the curriculum for inner city schools? In consulting the Review of Educational Research issue on "Education for Socially Disadvantaged Children," it was discovered that the issue was concerned largely with studies seeking the causes of deprivation but none dealing with the impact of modifications in school curriculum. The

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[9]See other examples cited by Shirley Engle, "Exploring the Meaning of the Social Studies," Social Education, Journal of the National Council for the Social Studies, 35:3, (March, 1971,) p. 283

[10]Alloway and Cordasco, Op. Cit., p. 64

[11]Hilda Taba and Deborah Elkins, Teaching Strategies for the Culturally Disadvantaged, Chicago: Rand McNally & Company, 1966, p. 15

reason for this was found in the forward to the monograph:

> ...The formal educational process as represented by curriculum modification was not included since little substantial progress was made in this area since the 1965 Review. Activity on the curriculum front has greatly increased, but results specifically referrable to the disadvantaged continue to be relatively modest.[12]

The curriculum modifications described in the 1965 Review were almost totally limited to compensatory education and remediation in the area of communication skills.[13]

There is a discrepancy between the needs of the disadvantaged and what the school curriculum provided for them.

> Our democracy is not destroyed but it is in danger. Not the least of the reasons is the fact that the community has not wanted for all its children what the best parent wants for his own child. As a result, the public schools are failing dismally in what has always been regarded as one of their primary tasks--in Horace Mann's phrase, to be "the great equalizer of the conditions of men," facilitating the movement of the poor and disadvantaged into the mainstream of American economic and social life. Far from being "the great equalizer," the schools help perpetuate the differences in condition, or at the very least, do little to reduce them.[14]

The schools are being called upon to play a significant role in the revitalization of urban life. Perhaps that is a new role for the school or not more than a new emphasis placed upon one of the traditional roles of education. Nevertheless, the challenge is there. Most dramatically, Schrag draws the line with the words:

> Ultimately the issue of urban education is also the issue of the morale and life of the city itself. The schools have supplanted the market place as the focus

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[12]Edmund W. Gordon (issue editor), "Education for Socially Disadvantaged Children," Review of Educational Research, American Educational Research Association, 40:1, (February, 1970), Foreward

[13]"Education for Socially Disadvantaged Children," Review of Educational Research, AERA, 35:5, (December, 1965)

[14]Silberman, Op. Cit., pp. 53, 54

> of the community. They, not the subways or the sewer system, tie the city together. If they fail--as they are failing--then the community will disintegrate into a congeries of suburbs and renaissance baronies separated by ghettoes and violence. If they fail, then the public weal will forever be committed to an uneasy division between warfare and welfare.... If they fail, the urban life fails, too.[15]

After listing his own description of the social ills of our society Gow calls upon "our schools...to respond, not simply as conservators and transmitters but as expediters and shapers."[16]

Harold Gores, of like mind, believes that "the school house...holds the key to a city's physical and, indeed, sociological future."[17]

The Disadvantaged and the Social Studies

Without question the major emphasis in curriculum change for the disadvantaged has been in the nature of 'crash programs' in language with some additional attention to improving computational skills.[18]

There is little question that the research well documents the inferior achievement of inner city pupils when measured on their attainment in basic skills. Knowing that schools do not provide an education for them, how can it be expected that the residents of the inner city would continue to have faith in or support these institutions? Thus, they have moved to take over political control of the schools, believing that at the very least they could do no worse, if not substantially better, at designing the education of their own children.

And if the schools should be modified to enable disadvantaged youth to be able to compete in language and computation, is that sufficient? Language is a prerequisite to understanding the problems of our social world, but it is not sufficient. The problems of society hit the disadvantaged

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[15]Peter Schrag, Village School Downtown, Boston: Beacon Press, 1968, p. 117

[16]Gow, Op. Cit.

[17]Gores, Op. Cit.

[18]"Education for Socially Disadvantaged Children," Op. Cit.; see also the various accounts of Head Start programs and Title III and Title I projects dealing with remedial reading for the disadvantaged pupil.

harder. They, most importantly, must know how to apply their newly won skills toward the understanding of these problems and the political, economic, and social systems within which they are couched. They must be able to conduct intelligent, informed social study so that they can bring about social change which will better their lot.

> ...We simply have to learn properly to "orchestrate" participation...Participation is not always efficient, and we simply are going to have to accept that fact and adjust to it accordingly....Participation will mean some ineptness, some failings, some false starts, and even some mismanagement and downright nonsense. When this happens we must not "lose our cool," but instead must act to correct the situation without "throwing the baby out with the bathwater" in the process.[19]

If the schools are to serve the needs of the people of the inner city, they must serve to make children aware of the nature of the problems which all urban residents face. They must develop the ability for students to identify the elements of problems, to imagine the desired types of changes, to reconcile these changes with the realities of institutional and private power and inertia, and to select what appears to be the most rational and effective course of action.

Given the state of the social studies, moving the curriculum to accomplish these ends will be a difficult task. For the last fifteen years social studies educators have been complaining that the curriculum does not call for depth, that there is too much emphasis upon names and chronology, too much covering of 'dead history,' too little attention to current social problems and vital social issues, too little insight drawn from the various behavioral sciences, and too much racism inherent in both the content selected and the context in which it is presented. The social studies curriculum is having a difficult time recovering from these deficiencies. From one point of view, the most innovative curriculum reformer, Dr. Jerome Bruner may be responsible for diverting the social studies from answering these criticisms to answering most closely the one concerned with teaching the structures of the disciplines. That social studies have moved in this direction should not have been totally unexpected. First, such a point of view corresponds to the way that most social studies educators have themselves been trained. Secondly, a curriculum built on structures of the disciplines is not highly controversial and thus would appear to be an acceptable direction which would appeal to most school boards.

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[19] Holloway and Sorcasco, op. Cit., p. 114

Yet, Dr. Bruner may be a major force in reversing the direction and again causing the social studies to focus on social study rather than social science. In a major address at the 1971 annual convention of the Association for Supervision and Curriculum Development, he said:

> If I had my "druthers" now in terms of a curriculum project for the '70's, it would be, somehow, to find a means whereby we could get the society back to its sense of values and priorities in life. I think I would be satisfied to declare, if not a moratorium, then something of a deemphasis on matters that have to do with the structure of history, the structure of physics, the nature of mathematical consistency and somehow deal with it in the context of the problems that face us and how those problems can be solved, not just by practical action but somehow putting to work knowledge wherever we find it and in whatever form we find it to these massive tasks, to put vocation and intention back into the process of education much more firmly than we had it before.

Shirley Engle also noted this dichotomy of function of social study and social science when, in his presidential address before the National Council for the Social Studies he indicated that:

> ...Social scientists pride themselves on objectivity, do not engage in advocacy, and view the human scene with an unbiased eye. They may describe values but they do not, as social scientists, engage in valuation.
>
> In contrast to Social Science, the goal of Social Studies is the development of good citizens. The primary concern of Social Studies is the utilization of knowledge. The aim is to improve the process by which citizens use knowledge from the Social Sciences and other sources in making decisions concerning their individual behavior, and concerning questions of public policy.[20]

In 1967, Allen noted that little was being done in national projects, outside that of the University of Minnesota, to outline the dimensions of the total scope and sequence of the social studies curriculum.

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[20]Shirley H. Engle, "Exploring the Meaning of the Social Studies," Social Education, Washington: National Council for the Social Studies, 35:3, March 1971, p. 284

> ...the social studies program is fashioned from a loose federation of social sciences, each discipline seeking what it regards as its proper role. To rationalize the conflicting claims of history, geography, political science, economics, anthropology, sociology, and social psychology into a balanced curriculum for children and youth has never been, nor will it ever be easy.[21]

An examination of the funded social studies projects leads one to conclude that there is a lack of emphasis upon the development of a social studies curriculum, K through 12.[22] In her review of these projects, Fraser perceived a conflict in priorities assigned to goals for social studies education. It was not clear whether social studies sought primarily to develop junior social scientists or effective citizens.[23] Fraser's analyses also led her to conclude that there is a need for "application projects" in which carefully considered approaches are designed, implemented and evaluated.[24] Many programs, she observed, were geared to the able student or those in the middle and upper ranges of achievement but being ignored "is the problems of developing an effective social studies program for culturally deprived youth...." Here is an area in "which development programs are urgently needed."[25]

McClendon and Michaelis listed some pertinent aspects of "The Current Challenge" in social studies curriculum. Michaelis predicted that the outstanding program will a) give attention to current and persistent problems, b) stimulate critical thinking and consequent action resulting from the study of controversial issues, c) provide many opportunities for developing critical thinking skills, d) develop understanding of the contributions of other members and groups in our society, e) be planned sequentially and systematically from grades K through 14 and will include a consideration of content, skills, attitudes, and behaviors.[26]

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[21] Jack Allen, "Assessing Recent Developments in the Social Studies," Social Education, 31:2, February, 1967, p. 99

[22] "Report of the Centers," Social Education, 29:4, April 1965, p. 209 ff.

[23] Dorothy M. Fraser, "Status and Expectations of Current Research and Development Projects," Social Education, 29:5, October, 1965, p. 422 ff.

[24] Ibid., 425

[25] Ibid.

[26] John U. Michaelis, "The Current Challenge," Readings on Elementary Social Studies, John R. Lee and Jonathon C. Mc Lendon (eds.), Boston: Allyn and Bacon Inc., 1965, pp. 421-425

McClendon asserted that social studies needed attention to a) social rather than scientific or technological activities, b) "contemporary and emerging changes in the social world", c) socially significant facts, concepts, and generalizations, and d) characteristics and concerns of the immediate locale without succumbing to provincialism.[27]

The essence of the foregoing citations is that there is some question over the role of the social studies. Is it a translation of the social sciences into consumable form or is it a study of the many problems of life which are only in part amenable to scientific inquiry and highly subject to affective input?

Also, the foregoing indicate that there has been a need for social studies curriculum development for the disadvantaged as well as programs which have been designed from the elementary through the secondary years. Many agree that the emphases in these programs should include vital issues and a focus upon people rather than things.

The new social studies needs to be based on studies of the social milieu. Engle advocates that:

> The social studies will be brought to focus continually on social questions, problems, and issues, large and small, which youth articulates or can be helped to articulate. Social and individual problems will provide the linking thread of the curriculum. Consideration of such problems, appropriate to maturity levels, will be continuous throughout the grades. Treatment of problems will not be delayed until the upper grades on the grounds that children do not have the necessary background. Background will be sought as needed. Social science research tools will be used by students in studying social problems...[28]

That something was wrong with the old social studies is attested to by Reich who claims that the average American's picture of how our economy and government work, the nature of U.S. 'self defense,' and how our culture is made is highly discrepant with reality.[29] Adler attributes at least part of this to the way in which high school students have not been

---

[27]Jonathon C. McClendon, "Questions to Consider in Efforts to Improve the Social Studies Curriculum," Lee and McClendon, Op. Cit., pp. 425-429

[28]Engle, Op. Cit., p. 288

[29]Reich, Op. Cit. pp. 13-14

greatly affected by the study of civics in part due to the unrealistic nature of the courses as presented. Litt concludes that the standard social studies is not so standard in that children from the various social classes receive different training which leads them to have variant expectations concerning political power and the possibility of effecting change.[30]

How do the disadvantaged stand with relation to the social studies? The answer might be 'more in need of, but just as deprived as anyone else.' They do need what authorities say the social studies should offer, but very few pupils are getting that kind of a curriculum. Educators are calling for its development not citing available examples.

Social Need
The Education Institution, and Change

Recognizing the need is not tantamount to seeking its satisfaction. The real question is, are the schools capable of moving in the designated direction? Some seek consolation in the fact that the schools are not the only institutions in society and thus cannot single-handedly assume to correct all its ills. While that may be true, it is also true that it would be a waste of public monies and a violation of the meaning of democratic participation to permit a major public institution to be socially ornamental or to serve as apologist for the privileged segment of society, those who have the most to gain from an ignorant continuation of the status quo.

Unfortunately, institutions and people, while willing to experiment and move, do so often for a short time and then revert to the comfortable previously known style of operation. Token movements in the desired direction are greeted as real progress. 'Last year's' program is pointed to with pride as evidence of experimentation and willingness of the schools to change even though the program has since been 'phased out' or 'integrated' into the total curriculum.

> Most people and agencies pushing for social change tend to concentrate solely on the unfreezing and the move to new levels and they neglect the refreezing. Lewin, however, stresses the refreezing because the "laws" of human nature dictate that an equilibrium

[30] Edgar Litt, "Civic Education, Community Norms, and Political Indoctrination" in Norman Adler & Charles Harrington, The Learning of Political Behavior, Chicago: Scott, Foresman & Company, 1970, p. 178

must be reestablished. And the crucial consideration is whether the level is to be adequately frozen at the hard-won new position, or whether through ignorance and neglect it may be allowed to slip back and lock into the old position.

...it does not suffice to define the objective of a planned change in group performance as the reaching of a different level. Permanency of the new level, or permanency for a desired period, should be included in the objective.[31]

Schrag describes many innovations which are supposed to have taken place in Boston's schools. He calls innovation "fashionable and profitable" since the Federal government has appeared most willing to invest in programs so long as they are billed as 'experimental.' And the programs for the disadvantaged are pointed to with meaningless pride while they merely touch the periphery of education and hardly ever penetrate the core of the curriculum.

In Boston, which has enough trial programs and experiments to fill a book, the life of the average child in the average classroom is virtually unaffected. The teacher, the curriculum, the school committee are the same. The books are the same. The attitudes are the same. All of them insist that this is the best of all possible worlds. But it is not.[32]

The discrepancies between espoused goals of education and the actualities of practice represent grim realities to the degree that they represent what is really happening.

...It [Boston's Educational program] pays lip service to the idea of independent thought, to an emphasis on process, but it practices preaching and the accumulation of facts about irrelevant details. For the deprived it stresses "language arts," which, God knows, they need, but it ignores social self-defense in favor of 'the highest standard of behavior'--that is, the passive acceptance of the status quo. It stresses "free enterprise," but ignores the vicious damage that it inflicts; it talks about the democratic society but fails to acknowledge the corruption that exists in profusion

[31]David Loye, "Kurt Lewin and the Black-and-White Sickness," Psychology Today, (May, 1971), p. 76

[32]Schrag, Op. Cit., p. 117

> in every community, and in the slums with a vengeance...it eulogizes the historical right of protest but patronizes those who now attempt to exercise it. At every turn it belies itself, confesses to being fraudulent, hypocritical and stupid.[33]

One must decide either that the schools can bring about the needed changes in instruction or work toward the elimination of this institution. That it is a potentially powerful agent cannot be denied. But the task society is carving out for it is very large.

It is ironic that many of the proposed changes in the curriculum are motivated in an attempt to make education more relevant due to the insistence of the most vocal critics of the schools, the people of the inner city. It is ironic because they are right. The school curriculum, especially in social studies, has been irrelevant. But if the curriculum does change to a more relevant model, education for all people will be upgraded. That is the irony. The 'disadvantaged' are the ones who have, in large measure, exposed the irrelevance of the curriculum, even that provided for the more advantaged, who, in the long run, will probably have as much to gain by this kind of new social studies as the 'disadvantaged.'

And so, if a social studies curriculum which encompasses the problems of man is better for residents of the inner city, if it is more likely to 'turn them on,' if it is more likely to have visible payoff for them, so too it should result in a set of learning experiences which would enable the residents of the suburbs to know and to be able to deal more effectively not only with their own types of problems but with the problems of all men who interact in this increasingly urban world.

The new social studies need not create a new social order! Neither must it sustain the status quo with a continuing filibuster which so fills the record with minutiae that there is not time remaining for an exploration of the real problems. The social studies need to be geared to the needs of urban America. It needs to be the agent for developing the intellectual skills necessary for citizens to assimilate and process information so that they can better aid in determining public policy. It needs to be a cohesive curriculum which is designed from the primary through the secondary grades of the school.

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[33] Ibid. pp. 116, 117

The creation of such a social studies design is the task undertaken by Project FICSS and described in the following pages. The enormity of the task, the difficulties encountered in attempting to accomplish it, and the results comprise the substance of the remainder of this report.

Chapter II

A BRIEF HISTORY OF PROJECT FICSS FROM GERMINATION TO CONCLUSION

Developing the Proposal (1966-1968)

Support for the Initial Idea

During the course of the 1966 Cleveland based convention of the National Council for the Social Studies, a newly employed member of the Ohio State Department of Education was meeting local educators at one of the many receptions. Byron Walker, Consultant for the Humanities and Social Studies was introduced to Dr. Melvin Arnoff, Associate Professor of Social Studies Education at Kent State University. In their conversation, Dr. Arnoff mentioned the possibility of seeking a grant to develop a K-12 social studies curriculum for the inner city. Mr. Walker's receptivity to this idea was so strong that it served as a catalyst to the development of the proposal which gave birth to Project FICSS ('fix').

Questions Which Needed to be Answered

1. Since the U.S. Office of Education had recently (1964 and 1965) funded many projects in social studies, would they consider yet another even though the emphasis was considerably different from programs then under development?

2. Under what title(s) would such a proposal have the greatest chance of being funded?

3. Would cooperative funding (such as was suggested in Appendix B of the 1965 PACE manual) enhance or detract from the probable granting of a contract for FICSS?

Project FICSS, as proposed, was to develop a social studies curriculum from the kindergarten through the twelfth grade for pupils of inner city schools. This proposal differed from many other major funded social studies projects in two ways: 1) it was conceived as a K-12 unit; 2) the major focus was to be upon the study of social problems inherent in an urban society, especially as they affect those most disadvantaged by that society. As such, it was <u>not</u> to be an attempt

to make teachable the structure of any one or combination of disciplines.

In spite of these major differences from previously funded social studies projects, the response from various departments of the United States Office of Education was not very heartening. The flow of funds to education in general and to the social studies in particular was decidedly reduced and a new set of priorities was in the making. What was learned was that several administrators in the U.S.O.E. did look favorably upon the development of a social studies curriculum for the inner city even though they did not know where funds would be available. Perhaps their favorable response was in part conditioned by the then recent riots in Watts, Newark, Detroit, and Cleveland. Too, one must suspect that some saw the possibility of developing a curriculum which would infuse such values as respect for 'law and order.'

Support for the Project began to materialize at the State level especially with Congressional discussion considering transferring control of the Title III program to state departments of education. Under Title III, the proposal would have to be submitted by a local education agency rather than by a university.

Soliciting Inter-School District Support

During the summer of 1967, the proposal was designed and submitted to several persons for their analysis and reaction. During the fall, the Department of Elementary Education, through its chairman, Dr. Roy Caughran, secured released time for Dr. Arnoff to rewrite the proposal and move toward its final funding. This was done even though it was clear that all funds would be channeled through a local school board and in no way would Kent State University receive any financial benefit from the venture. In fact, they would be losing the service of one of their faculty, Dr. Arnoff, for the three year period in which the project might be funded.

In the late fall of 1967, the administrators of seven major urban school systems in northeastern Ohio received a personal invitation from Dr. Clayton Schindler, Dean of the College of Education, Kent State University, to attend a meeting for the consideration of a cooperative social studies proposal. They were encouraged to send to this meeting members of their staff who were in charge of curriculum development in general and those specifically concerned with the social studies.

Those who attended this first meeting were:

Akron Board of Education:
Miss Pearl Drews, Secondary Resource Teacher for Social Studies
Dr. Lloyd Dull, Assistant Superintendent for Curriculum and Instruction
Miss Jean Wahl, Director, Elementary Education

Canton Board of Education:
Mr. Dale Carman, Coordinator of Federal Programs
Mr. Lloyd M. Farren, Director of Elementary Education
Dr. Henry Kurdziel, Director of Curriculum and Instruction
Miss Lanora Oliver, Intermediate Resource Teacher

Cleveland Board of Education:
Mr. Peter Carlin, Assistant Supervisor of Secondary Social Studies and Coordinator of Economic Education
Miss Gladys E. Stevens, Supervisor, Elementary Social Studies

Cleveland Diocesan Board of Education:
Monsignor Richard McHale, Superintendent of Catholic Schools

Mansfield Board of Education:
Mr. Ralph Smith, Director of the Social Studies Project

Youngstown Board of Education:
Mr. Thomas Calpin, Supervisor, Secondary Social Studies

Youngstown Diocesan Board of Education:
Sister Bernadine Jansen, Director of Curriculum
Father Richard Konkel, Assistant Superintendent

At the meeting, Dean Schindler introduced Dr. Melvin Arnoff who presented his proposal. After discussing the possibilities of an inter-school district social studies development program, each of the representatives agreed to inform their administrations of the project and to seek their approval for participation. It was also made clear that one of the school districts would need to serve as the originator of the project since that was a stipulation in the provisions of the Title III act.

Within one week, five of the seven school districts forwarded letters which committed them to participate in the Project. In addition, Superintendent W. W. Zinzer of Youngstown, had

secured permission from the School Board to have the Youngstown schools serve as the originating school district. The other school officials who committed the participation of their systems were: Akron - Mr. Conrad Ott; Canton - Dr. George Young Mansfield - Mr. Robert Glass; Youngstown Diocese - Monsignor William Hughes.

The total combined school enrollment of the five districts was approximately 167,000 pupils. Of these, about 60,000 were considered 'inner city' based upon the formula utilized in determining Title I schools. (The formula is based upon the per cent of families in the school receiving various forms of welfare.) These basic data appear in Table I.

TABLE I

COMBINED ENROLLMENTS OF FIVE SCHOOL DISTRICTS
PARTICIPATING IN PROJECT FICSS
(by grade levels and type of district and race)

			PRE-KINDERGARTEN	KINDERGARTEN	GRADES 1-6	GRADES 7-12	ADULT	OTHER	TOTALS	STAFF MEMBERS ENGAGED IN IN-SERVICE TRAINING FOR PROJECT
A	School Enrollment In Geographic Area Served	(1) Public	600	9384	69,764	56,611	3227		139,586	
		(2) Non-Public	---	114	15,444	10,652	400		26,610	
B	Persons Served by Project	(1) Public	252	3941	29,300	23,735	---		57,228	45
		(2) Non-Public	---	10	1,236	1,899	---		3,145	8

TOTAL NUMBER OF PARTICIPANTS BY RACE (Applicable to figures given in item B above)	WHITE	NEGRO	AMERICAN INDIAN	OTHER NON-WHITE	TOTAL
	44,349	16,024			60,373

The proposal development stage proved most satisfying due to the high degree of cooperation and enthusiasm exhibited by the five districts. The suggestions made by the officials attending the first meeting were incorporated into a revised proposal and later became part of the operating procedures of the project.

The Youngstown officials were most cooperative in expediting Board approval and official signing and forwarding of the proposal. Without the willingness of Superintendent Zinzer and Board of the Youngstown Schools, FICSS would have had a much more difficult time being born. It cannot be assumed that the Youngstown staff was unaware of the kinds of responsibilities which would accompany their sponsoring of the proposal since they already had at least fifteen other federal or state programs in operation. Thus, one must applaud the educational leadership which permitted their support of this project. The proposal development stage was concluded when the necessary documents were submitted for funding under Title III of the Elementary and Secondary Education Act of 1965, PL 89.10.

Phase One - Project Funding and the First 18 Months (June 12, 1968 - December 31, 1969)

Project Funding and Opening Operations

Project FICSS began as could be expected, with waiting. According to the guidelines in the Title III manual, grant recipients would be notified during the middle of March. Consequently, the first activities of Project FICSS were to have commenced during the middle of April, 1968. March, April, and May slipped by, but no definite contract was forthcoming. The Title III manual, however, could not anticipate the whims of a Congress which, shortly after voting themselves additional raises in salary, became very concerned with a tight, balanced budget and consequently sought economies. It was learned that all five U.S.O.E. readers recommended FICSS for funding. It has been traditional in American politics that one of the areas in which to find ways of reducing expenditures is education. The year 1968 was consistent with that tradition. In addition, it has been usual politics, that education allocations are made during the last weeks of the Congressional sessions. Again Congress was consistent with precedent. The final education money bills were not passed until June.

In order to understand the impact of this Congressional indecision upon Project FICSS (and if one investigates, upon many other Government-funded projects within and without the field of education) one must know more about the activities which were to have commenced on April 15, 1968. The first step involved in any project is interviewing and hiring qualified secretarial and professional staff. Since Dr. Arnoff was informed in March that FICSS was in the 'hold' category, that is, awaiting action by Congress before receiving a final contract, he proceeded to interview staff and to procure needed office space. No final commitments could be made to anyone,

however, since there was at that time no firm contract. Many qualified persons were informed of the tentative status of the project and were advised by the perhaps-director that, in their own best interests they should seek other offers and take them since, at the time, FICSS plans were still tentative.

In the meantime, each of the districts identified an individual who would serve as their liason to Project FICSS. In many cases, these were the social studies supervisors who had attended the original organizational meeting. The five supervisors were: Akron - Miss Pearl Drews, Secondary Social Studies Consultant; Canton - Mrs. Helen Malone, Secondary Social Studies Supervisor; Mansfield - Mr. Earl Price, Elementary Principal; Youngstown - Mr. Thomas Calpin, Secondary Social Studies Supervisor; Youngstown Diocese - Sister Bernadine Jansen, Director of Curriculum.

These persons (hereafter generically referred to as Supervisors or Unit Writers) in turn each identified potential FICSS Unit Writers, teachers who would aid in the development of the curriculum design and subsequently the writing of the resource units. The qualifications for these persons, according to the proposal were that:

> Unit Writers will be selected from among the staffs of participating schools. They should possess the following qualifications:
>
> a. Bachelor's degree in education and teaching certificate from the State of Ohio.
> b. Teacher should have not less than one year teaching experience and preferably less than twenty-five.
> c. Teachers should be recent college or university graduates or should have recently completed work in social science education.
> d. Teachers should be recommended for participation by their local social studies supervisor.[1]

During the period from March through May, the supervisors met several times with Dr. Arnoff to work out some of the details among which was the selection of the Unit Writers. Each supervisor prepared a list which indicated the teacher's name, grade level taught, years teaching experience, formal education, and biographical data. The final list of Unit Writers was developed so as to include teachers who would span the grades from kindergarten through twelve. There was also an attempt to identify persons who were members of minority

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[1]Project Proposal for Focus on Inner-City Social Studies (FICSS), December 29, 1967 (mimeographed), p. 24

groups and others who had been raised in and/or had experience teaching in the inner city.

By the early part of June, however, there was still no firm commitment from Washington or Columbus. The Director and Supervisors began to fear a high degree of attrition among those identified Unit Writers since many were heads of families who augmented their teaching income with summer jobs and since others were planning their family schedules and vacations around the anticipated FICSS schedule. Without question, the most qualified candidates for assistant to the director were forced to sign contracts elsewhere. To make things worse, Dr. Arnoff was finishing the quarter at Kent State University and was soon to begin fulfilling a one-week consulting commitment in St. Louis commencing on June 10. Qualified secretaries were being quickly employed by other University departments and area businesses. One of the supervisors applied for and received a six-weeks scholarship to attend a social studies workshop at Columbia University. Another had accepted an invitation to study at Carnegie-Mellon University.

On Monday morning, June 10, 1968, Dr. Arnoff decided that it was time to "fish or cut bait." He was determined to inform Washington that if there was no decision, he would have to advise all of the potential Unit Writers, Supervisors, administrators, research assistants, and secretaries that they would have to seek employment elsewhere. At this time he was in St. Louis. Taking advantage of the hour difference due to Central time, he rose early before his consulting duties were to begin in order to call Washington. During his conversation he was informed that the proposal had been transferred to another office. He was asked if he had yet spoken with Mr. Bryan Stacey (who was the contracting officer). Thus, he first gained any suspicion that the Project was finally being funded. Conversation with Mr. Stacey confirmed that this was the case.

Additional long distance calls were made to Assistant Dean (Administration) of the College of Education, Dr. J. Keith Varney, to reserve office space, to hire an on-campus secretary (who was, therefore, familiar with purchasing and requisitioning procedures), and to enlist his aid in finding a staff replacement to teach the courses which were assigned to Dr. Arnoff for the summer term. Another call was made to Florida to hire the one remaining candidate for the position of assistant to the director. Since the Project was to begin on the 17th, this person had only one week to arrange for closing his Florida home to set up temporary Kent residence, and to arrive on the Kent State University campus. Subsequent calls to the supervisors led to the decision to delay for one week the campus arrival of the 25 unit writers. This would allow for the completing of some of the administrative details

for housing and food.

During the week of June 17, office furniture and typewriters arrived on loan from the central University warehouse, telephones were installed, office equipment salesmen were contacted, and other administrative details were tended to. All of this was ordered by secretary Jacquelin Finley as authorized by long distance talks with Dr. Arnoff. On June 24, the unit writers arrived.

Some of the functions to have been performed in the April-through-May project opening phase related to planning and contracting for the input sessions of the summer workshop. Since this phase was aborted by the late funding, the summer program evolved, too often, on a day-by-day basis. FICSS was most fortunate in having a superb film collection available through the Audio-Visual Services of Kent State University. The Director also used heavily the well-stocked campus and local bookstores which were harvested by the crew of almost locust-like research assistants. The films and background books served as the basis for many of the initial Project days. By no means was this wasted time,but it is most probable that, given more opportunity to plan, a more effective program could have been developed.

Through the efforts of the Supervisors and Unit Writers, a group of concerned inner city high school students was located. They were willing to 'tell it like it is' about the impact of their school experiences. They were willing to describe these experiences and to propose ways in which they might have been improved through modifications in the curriculum. A group of concerned inner city parents drawn from the five participating districts was also located. The assignment they willingly accepted was to inform the group of what they wanted the schools to do for their children and to compare current school practices and teachings with these goals.

In retrospect, the summer schedule which emerged is presented below.

Week 1 Organizing
- Introduction to the Project
- Rooms, keys, procedures, parking, library, etc.

Reading
- Use of Kent State University Library
- Use of FICSS Library

Viewing films

Week 2 Reading

Reviews of readings were prepared by Unit Writers to be shared with others and to serve as annotated bibliography sources.

Films

Films were also reviewed, analyzed, and annotated.

Social Scientists

The first consultants were utilized during this week. Among them were a political scientist and a sociologist.

Week 3 Continuation of previous types of activities.

Initial formation of Board of Reactors. The idea for spending one week in each of the four inner cities was born out of this exchange.

Week 4 Week in the Inner City

Each FICSS associate was assigned a post in one of the four inner cities. (Youngstown Public and Parochial Schools shared the same turf.)

Week 5 Making Sense Out of a One-Week Survey

The FICSSers, aided by dedicated Board of Reactors members and local social scientists, shared and analyzed their experiences.

(Week of the Akron riots.)

Group of black militants speak to FICSSers.

Week 6 Initial attempts to define the processes and basic elements of designing a curriculum.

Week 7 Writing stop-gap units.

Week 8 Completing writing of stop-gap units.

In addition to their other activities, the Supervisors served as a Steering Committee for the Director. One of the activities of the Supervisors was to identify persons in each of their communities who would be willing to serve on a Board of Advisors. These lists were prepared and invitations were sent inviting the potential Board member to the first meeting.

The first meeting was indeed disappointing, in terms of the size of turnout. Only four persons appeared. More dis-

tressing than this, one of the guests was overheard to have said, "I don't know why I keep coming to these meetings. All they amount to is a bunch of talk which doesn't help get anything done." Even though the size of the group was small, the Director went on with the meeting. He explained what FICSS was trying to do, how they were going to do it, and the role of a Board of Advisors. Much of the interaction was devoted to attempts to expose the guts of racism which was identified as the core of the problems.

As a result of the meeting, the three persons from Canton and the one from Akron indicated they would go back and bring some of those who failed to appear to the next meeting.

The second meeting was considerably larger. Many of the same topics were discussed as at the first meeting, but the numbers gave the feeling of more stability. Still, there was not one representative from Youngstown.

In order to remedy the absence of Youngstown lay participation, a separate meeting was planned to be held in that city. Part of the problem may be attributed to the departure of Supervisor Calpin to attend a Negro history institute at Columbia University. His replacement, elementary supervisor Mrs. Anne Martin, however, proved equal to the task. Almost single-handedly she identified key local persons, contacted them, and invited them to the meeting. Sister Bernadine Jansen also identified and invited representatives of the Diocesan community to this meeting.

The meeting was attended by approximately 15 persons. The content of the meeting was, quite naturally, similar to that of the previous meetings. With the successful soliciting of cooperation from persons in the Youngstown area, the Board of Advisors (BOA) was begun.

The Board identified as one of its functions the role of facilitating as related to input and dissemination concerning Project achievements. They offered to aid in identifying and locating high quality resource persons. They also offered to review and comment on projected plans and emerging products.

One of the most significant changes of direction during the first summer was directly generated by the BOA. They suggested that an excellent experience for the FICSSers would be to spend a week in the inner cities to learn what the real problems were. In addition, they offered to make all the arrangements to have various agencies such as the Urban League, Community Action Council, etc. absorb FICSSers for one week. In this way they would be able to supplement their newly gained book knowledge with the stark reality of inner city life.

This week in the inner city provided for the Unit Writers, Supervisors, and Project Directors experiences too numerous and diverse to include in toto in this report. Nevertheless, one or two synopses written by participants appear on the next pages. Some insight into the way in which some of the Board of Reactors personally took charge of setting up and developing the experiences of this week may be gained from a brief description of the Akron experience. BOA member, Bill Fisher, Director of the East Akron YMCA hosted the Monday meeting for the Akron area Unit Writers (and the Project Director) and the people with whom they would work during the week. The aims of the week were clarified and the FICSSers were assigned to positions. It was agreed that on Wednesday night, the group would meet in a bar on Howard Street (in the ghetto) and after some discussion and socializing would eventually have dinner together to discuss the first days' experiences and how they could be improved.

Some of the group were assigned to playground duty; others worked as outreach agents informing people of available community services and gathering data. The Project Director worked at the Martin Luther King Youth Center just off Wooster Avenue which, one week later was the focal point of the 1968 Akron riots.

One of the Unit Writers working in the Akron area was a black Catholic who was rather middle class in his views. Early in the course of the first summer he expressed the view that the people drawing unemployment could find jobs if they really wanted to. This Unit Writer was assigned to a black community worker who helped him fake a dossier that he was the father of three children with a sixth grade education and, with this background he was to attempt to get a job at the employment bureau.

In the following week when the Unit Writers shared their insights and experiences with the group and members of the BOA, this Unit Writer told how he "cooled his heels" as he was left to wait a considerable time before being called on to come to a desk to fill out an information form. When he was finally offered some leads on jobs for which he could apply, he learned that the wages to be earned would amount to less than he was already able to draw for his family on unemployment. Thus, he could accept none of the jobs and had to remain on unemployment. (See Appendix A for additional Selected Experience Logs.)

In general the BOA members believed that the week in the inner city had contributed a great deal to the education of the Unit Writers. They did, of course, caution that the Unit Writers should not consider themselves 'one-week wonders' who would equate themselves with experts.

Without the cooperation of the members of the BOA this week would have been nearly impossible to have arranged. The various BOA members already had the contacts within the inner city organizations and thus were easily able to arrange for the necessary inner city experiences. For this purpose alone, it proved most worthwhile.

But the BOA caused another procedural change. In the discussion sessions following the inner-city week, it was made quite clear that if FICSS intended to 'study' the problems of the inner city for one year without doing anything to ameliorate them, that the Project would be 'damned' by those who most wanted to see it succeed. The schools are in bad shape, it was argued. What we need is something in the schools now, this fall, to correct the obvious problem of white racism. (The previous is a paraphrasing of the basic ideas and words which grew out of one of the major BOA interactions.) These thoughts, delivered with impassioned voice, could not go unheeded.

Initial Introduction to Curriculum Design Procedures

According to the proposal, the tasks of the first phase were to become informed about the problems of the inner city, to develop a listing of those problems, and from this list to develop the curriculum design. Becoming informed consumed no less than the major portion of the first six of the eight summer weeks during 1968. (Becoming informed was a continual task throughout the life of the Project.) The group was just beginning to consider the dimensions of and procedures for developing a curriculum design.

Dr. Arnoff directed several sessions in which the Unit Writers learned of the complaints against the social studies curriculum which had appeared in the professional literature and the proposed curricula of several social studies projects.

The task of completing the curriculum design that first summer, however, was in jeopardy. Dr. Arnoff brought to the attention of the group the warning of the BOA that the Project would be 'damned' if the first year was spent in studying the problem. The group opted to develop a set of temporary stop-gap units which could be infused in the existing curricula of the participating schools.

The Development of Temporary Units

The K-12 social studies curricula of the five participating school systems were identified and compared. It was observed that most were rather similar. It was decided, that with only

two weeks of the summer remaining, the group would have to develop only those units which would most likely have the greatest impact on the total curriculum. Several possibilities were listed and the ones finally chosen were:

Primary grades: Unit on "Families in Our City." This unit was to be used to supplement the white middle class material currently being used in the various schools. Its use was not restricted to the first grade since most of the children in the primary grades were deemed able to benefit from this content.

Grades 5, 8, and 11: A special set of materials was developed to clarify the role of "The Afro-American in American History." This resource unit was intended to supplement the usual American history courses taught in grade 5, 8, and 11.

For grades 6 and 10, a unit was developed on "Nigeria: An African Dilemma." Since world studies are common elements of the curriculum of these grades, it was believed that the prevailing curricula could be enriched through the introduction of African studies, especially of a current nature.

"Minority Power in America" was developed for use in grades 9 and 12. The content of this unit was concerned with the rise of minority people, especially the black of recent times, to positions of political power. Such study, it was believed, was an appropriate adjunct to the usual political science oriented topics of these two grades.

The four units developed at the end of the first summer of Project FICSS were considered a stop-gap material only. At no time was it considered that these units would be either revised or reprinted. They were only developed to make the kind of impact which the BOA felt was mandatory.

The units as prepared by the Unit Writers were reworded and edited by six Kent State University-based research assistants who worked under the guidance of Dr. Arnoff. The units reached the schools by mid-October and were implemented within a four month span of time. Despite the brief time allowed for their preparation, the resource units were well received by the teachers and students who used them. (See Appendix B for samples of student letters in response to these units.)

Outcomes Gained From Producing the Temporary Resource Units

Perhaps the most important outcome of producing the

temporary resource units was that we 'kept the faith' put in us by the BOA. They indicated that we should act, not study, and we proved ourselves willing and able to do so. Thus, we strengthened the good will earned from various supportive community agents.

Another gain was in providing the Unit Writers an initial opportunity for learning the demands of preparing teacher guides. In addition, by limiting ourselves to developing only four units, we were able to work in groups. Thus, the more experienced could take the lead and in so doing help train those, who at a later stage, would be responsible for developing a unit by themselves.

Too, the introduction of the units into the schools allowed the supervisors to begin in-service education for their staffs so that they could be aware of the aims and purposes of FICSS and become familiar with some of its initial products. Thus, when the final resource units would reach the schools, two years later, the staffs would already be somewhat familiar with the desired direction of the new curriculum.

Finally, the units served as a device to enable the Unit Writers to become familiar with some of the basic content which would be used, perhaps in other forms, in the final curriculum design. It enabled them to develop a product as the capstone to their first summer's work in FICSS.

The Work of the Fall 1968

Due to the tenuous start of FICSS, the work of the summer was always a matter of playing 'catch-up.' Even when the units were delivered to the schools 'catch-up' was still the rule. The original group of summer Research Assistants who were 'discovered' at the last moment, returned to their usual academic year positions.

There was little spare time in the summer for the Director to devote to active recruiting of replacement Research Assistants. Even given the time, most graduate students seek and receive appointments in the spring. If not, they sign for full-time academic-year positions. The hunting season was not at hand. If the Project had been funded in April, as per the proposal, then research assistants who would have committed themselves to at least one year with the Project could have been recruited. As it was, a new group of assistants arrived in the fall. None of the six original assistants continued. The roughly prepared temporary units needed to be edited, revised, and reproduced. The new assistants were unaware of the developments of the summer and the philosophy of the Project.

They did not have the advantage of the many input sessions, the week in the inner city, and the resource unit writing experience. Obviously, much of the rewriting had to be shouldered by the Director.

Since most of the fall 1968-Research Assistants were just beginning their masters level work, their backgrounds in education and social studies were rather meagre. One of the research assistants was an undergraduate sociology major. Since he had grown up in the inner city, and since no superior candidate was available, he became one of the six Research Assistants. In order to improve their skills in writing instructional objectives and to increase their knowledge of the field of social studies education, all the Research Assistants were encouraged to attend various selected education classes on an audit basis.

Identifying Consultants

In November, the Research Assistants and the Administrative Assistant accompanied the Director to the annual convention of the National Council for the Social Studies. The specific charge to the FICSS staff was to attend the presentations of various speakers who were talking about subjects relevant to the potential FICSS curriculum to determine whether or not they would be the kind of consultants which all the unit writers should hear prior to developing the FICSS curriculum.

The NCSS convention proved very fruitful as an audition ground for potential consultants. During and following the convention, the assistants met with the Director and evaluated both the substance of the presentations and the qualifications of the speakers. In part, these persons were later called upon as resource persons for FICSS.

Preparing for the Spring Conferences (1969)

The summer 1968 session was cut short due to the late funding and the need for the Unit Writers and Supervisors to have some vacation before returning to the classroom. Accomplishing the major tasks of FICSS was delayed due to the new priority laid upon the development of the temporary units.

In order to regain some of the lost time and to try to come closer to the schedule appearing in the proposal, the Director suggested a series of five spring conferences. Reacting to this suggestion was the group of Supervisors who served during the summer and the academic year as a steering

committee. Originally, the plans called for five Thursday-Friday meetings spaced at approximately two three-week intervals. The supervisors felt that Friday-Saturday meetings would be preferable since teachers would not need to miss so much class time. This, of course, involved extra compensation for the teachers for their Friday evenings and full Saturdays, but was no more costly than hiring substitutes. The Friday-Saturday plan was finally adopted.

The remainder of the time in December and January was devoted to preparations for these meetings. (In Appendix C one can find a reprint of the program for these meetings.) In general, the series of programs was designed to provide three input sessions devoted to listening to speakers and reactors, seeing and hearing sound movies, and participating in buzz groups, and two output sessions during which the curriculum design was to be developed.

The Aurora Conferences
(Spring 1969)

Since it was necessary to arrange for overnight accomodations for the Unit Writers, Supervisors, and the FICSS staff as well as for the consultants, the spring conference series had to be held off the University campus. Further, since the conferences were being planned to run from 9:00 A.M. through approximately 9:00 P.M., the site would have to offer recreation facilities as well as good food and much flexible space. For these reasons the conferences were contracted for the Aurora Inn which is located about nine miles north of the University.

Speakers at these conferences were drawn from three categories of consultants: 1) those who had significant responsibilities in major social studies projects; 2) those who could provide further insights into the nature of the problems of today's urban society; 3) those who could aid the group in developing methods which would be appropriate for youth of the inner city. Identified by these categories, the various speakers were:

1) Consultants from Social Studies Projects
   - Dr. Harold Berlak, Elementary Social Studies Project, Washington University
   - Dr. Jack Frankel, Associate Director, TABA Social Studies Project
   - Dr. William Gardner, Associate Director, Minnesota Curriculum Project
   - Dr. Nicholas Helburn, Director, High School Geography Project

Dr. Robert S. McCargar, Research Associate, Sociological Resources Social Studies Project
Dr. Robert Radcliffe, Director, Law in American Society Project
Dr. James Shaver, Co-Director, Howard Social Studies Project
Dr. Isadore Starr, Professor of Education, Queens College (Major consultant to The Law Project)
Dr. Timothy Tomlinson, Elementary Social Studies Project, Washington University

2) Consultants on Inner City and Urban Problems
Mr. Samuel Akers, social activist, San Francisco, Calif.
Reverend Louis Durham, Minister, GLIDE Methodist Church, San Francisco, Calif.
Mr. Patrick Gerity, Chief of Police, Cleveland, Ohio
Mr. Morton Hoppenfeld, Vice-President, Planning and Design, The Rouse Corporation (Developers of Columbia, Maryland)
Dr. Robert Risinger, Professor, Secondary Education, University of Maryland
Dr. John A. Session, Special Representative, AFL-CIO, Department of Education
Mr. Preston R. Wilcox, Sociologist, Columbia University

3) Consultants on Teaching Techniques
Mr. Timuel Black, Director, Chicago Peace Corps
Miss Linda Harry, Research Assistant, Department of Social Relations, The Johns Hopkins University
Dr. Sidney Simon, Division of Curriculum and Instruction, Temple University
Miss Dove Toll, Research Assistant, Department of Social Relations, The Johns Hopkins University

In addition to the main speakers, resource persons from the various behavioral sciences were selected from the faculty at Kent State University. They served as reactors to various speakers confonting them with divergent opinions which caused the speaker to clarify his own presentation. Among those who served as reactors were: Dr. Roy Caughran, Chairman, Department of Elementary Education; Dr. Harris L. Danto, Professor, Secondary Education; Dr. James Coke, Director, The Center for Urban Regionalism; Mr. James Skellenger, Assistant Professor of Sociology; Dr. Jean T. Porter, Early Childhood Education.

Following each of the conferences, transcripts were made of the major presentations. Research Assistants reviewed the transcripts and from them identified the major problems which the various consultants believed should be included in the emerging social studies curriculum. These were compiled to form an in-house document which was distributed to the

Unit Writers and Supervisors. The list was edited and amended and was used as a yardstick against which to measure the inclusiveness of the new curriculum design. The total document was approximately forty single-spaced pages in length and consisted of topics identified as essential to, but not currently included in the social studies curriculum.

With few exceptions the conferences went off as planned. Two of the speakers were not able to appear but the program was so rich that the time was used well in reflecting upon the previous presentations. If anything, one weakness of the conferences was the overwhelming flow of ideas which proved difficult for the FICSSers to assimilate in so short a period of time. On an average day, there would be three or four presentations, one or two in the morning, one in the afternoon, and another in the evening. When organizing the program, the Director attempted to develop themes for each conference so that one might be devoted to innovations in curriculum, another to teaching methods, etc. Previous commitments of the speakers, however, thwarted this plan.

While several members of the Board of Advisors attended some of the conferences, one member, Mr. William Fisher, attended religiously. Since he had been consistent and ardent in his support of the Project from its beginning, and the major planner of the Akron inner city week, and since he had a fine reputation as a successful YMCA director, the Project Director placed much faith in his perceptions. Mr. Fisher observed that the reactions of the FICSSers to the first speakers was pleasant but not perceptive. He felt that they were avoiding ideational confrontations and were not really listening to and interacting with the essence of the views being presented by speakers, reactors, and fellow Unit Writers and Supervisors.

Mr. Fisher was often the last to go to bed at night since he spent many hours talking with the participants in informal sessions. One disturbing observation gleaned from these sessions was reported by Mr. Fisher to the Director. Mr. Fisher concluded that the FICSSers were not too worried about developing a curriculum design, for they believed the Director had his own 'pocket-curriculum' which he was attempting to lead the group to 'discover.' The spectre of the 'pocket-curriculum' was to haunt the operations of the Project for many months. This observation was key to the behavior which followed during the output phase of the series.

The first output session had to get the issue exposed. If the group believed they were being manipulated by the Director, then they would not take responsibility for developing the curriculum design. Neither would they develop the

skills necessary to work as a group. It could not be determined whether the group really believed this or whether some in the group proposed the idea so that they could avoid what they were beginning to understand was a difficult and agonizing process, constructing a curriculum from a zero point with no 'givens.'

Prodded by Mr. Fisher who acted as an 'observer,' the group was informed of the kinds of behaviors they were employing such as talking past one another and failing to understand a speaker's frame of reference. Slowly, the group became more adept at group processes. The Director had almost to abdicate the leadership role since this might have confirmed the suspicion that the group was being led to the 'pocket-curriculum.'

The group finally elected their own chairman-of-the-day. This worked rather well because it forced the group to coalesce behind the leader they had selected. But the problems experienced earlier did not disappear. They recognized that their daily leader did not have the skills necessary to lead the development of the curriculum design, nor did he have a grasp of the method of design described in the proposal. The FICSSers then called upon the Director to assert leadership. The Director, however, acted as a chairman, not as a sage. When procedural problems arose, they were discussed within and decided upon by the group. Only when the group began to feel that they were 'in charge' were they able to begin progress on the curriculum design.

Much of the first output conference was devoted to these kinds of processes. Some might say that it was a waste of time. Without question, the curriculum could have been developed more speedily by the Director and a small group, but again, that would have been contrary to the proposal. Most of the other major social studies projects have been designed by one person or a small group. FICSS was to be different in that it was being designed by classroom teachers and supervisors in conjunction with leadership from the academic and lay communities.

The second output conference found the FICSSers more sure of the dimensions of their task, but unsure of how to go about achieving them. Organizationally four groups of FICSSers were formed. Each group contained teachers who represented each of the four levels, primary, upper elementary, junior high, and senior high and each of the five participating school districts. Each group would work for an hour or two and then reproduce their initial products so that they could be shared with the other groups.

Interestingly, one group began with the primary grades and found great difficulty progressing beyond grade two. Another group started with the high school and built downward. One of the groups even attempted the whole K-12 sequence but later found that it was unworkable.

The four task groups proved useful in many ways. First, some of the basic curriculum goals were thrashed out in these small group sessions. Second, they gave birth to the element of the imperfect mirror as a curriculum design tool. Above all, the group was improving its skill in building curriculum. This would serve them well when, as a whole group, they would have to develop the final curriculum design.

Progress was slow, so the group requested that a sixth conference be arranged. Since rooms were available at the Inn, this was done. During the final conference, the FICSSers continued to make progress on their four designs. They also faced the sensitive task of settling the beginning and ending dates for the second summer work session. One of the school districts, Youngstown, suffered its seventh defeat of a levy. As such it had to close its doors before the usual Christmas-New Year's vacation in order to be able to utilize funds which would only become available after the New Year. Thus, the teachers of the Youngstown schools would be teaching several days into June beyond the closing dates of the other school districts. The decision facing the group was whether or not to start with the other four districts and let Youngstown join when their school was dismissed or whether to wait and all start together. The early start would allow the group the time that it felt it needed to design the curriculum and to begin unit writing. The later starting date had the advantage of continuing the concept of 'the group.' After much discussion, the later starting date was selected. Thus, the second summer session, like the first, was reduced from ten to eight weeks.

The increasing skill of the participants to reach <u>group</u> decisions was becoming evident. This should not be confused as being synonomous with the term 'cohesion' for the ideas represented within the group were as diverse as ever before. They were merely learning how to reach decisions as a group.

Fifty-four hours of input followed by another fifty-four hours of output proved insufficient for the development of the curriculum design. It was a good beginning, however. When one computes the time in hours, it seems almost ludicrous that the Director considered it possible that 108 hours of effort, even on an intense basis, would be sufficient to achieve the task, utilizing the total group as the decision-making unit.

Benefits of the Aurora Conferences

The inputs in the areas of social studies curriculum, problems of the inner city and urban life in general, and effective instructional methods were essential areas of content which needed to be known by educators who would attempt to write curriculum. The schedule of speakers may have been a bit too tight. The number of sessions allowed for curriculum writing was definitely insufficient.

Perhaps the most significant gain of the conferences was the beginning of the coalescence of the group. The conferences also helped develop an increasing faith in the integrity of the Director as not having a covert curriculum which he would subtly impose on the group. The group also recognized that his responsibilities for the Project and his experience and training in social studies curriculum development were resources they could well utilize, without threat to their own group role.

Preparing for the Second Summer Session (June, 1969)

The last output conference was held late in April. Follow-up to the conference included the administrative tasks of payment requisitions for consultants, travel, meals, lodging, etc. Also, the tapes of the main speeches were transcribed into rough form for use by the Project staff, and the skeleton curricula prepared by the four groups were duplicated.

Other activities in May were related to the arrival of the FICSSers in mid-June. Arrangements were completed for those who desired on-campus housing and enrollment in academic courses. Materials and resources were anticipated and ordered, and additional campus consultants were contracted. June arrived quickly.

Events of the Second Summer Session (June, 1969)

The Director anticipated that the FICSSers would be able to capitalize upon the Aurora Conferences and, within two or three weeks, arrive at an acceptable first draft of the curriculum design. This was not the case. The work seemed to drag on and proved grueling. Imagine, if you can, thirty to thirty-five persons in a small classroom (whose air conditioning was being overtaxed), for six hours daily trying to reach consensus on each element of every grade of the curriculum.

Imagine, too, the Director who had to leave frequently to attend to administrative matters and who had to be careful not to help 'too much' for fear the charge of the preconceived curriculum would loom again. Imagine, too, that when a group begins to coalesce, certain individuals will attempt to exert their personalities to control the group. The group, not knowing how to handle these problems, will often be led where they do not wish to go. Some become antagonized by attempts to lead by charisma rather than logic. Above all, however, there were those people who were so task-oriented that the constant weighing, exerting of power, and the seeming lack of progress was frustrating almost to the point of intolerability.

Learning to act as a group is, indeed, a difficult task. Each member must improve his skill at anticipating the needs of others, himself, and the task before the group. Each must learn how to be the kind of catalyst needed to break stalemates, to clarify misunderstandings, and to keep basic principles before the group. These skills take time to learn. They are not acquired without practice, trial, and error.

As a recuperating patient does away with his psychiatrist, so the group did away with their group trainer. They told Mr. Fisher farewell. They deemed themselves able to tend to their own group process without his aid. They were, perhaps, a bit premature and optimistic, but they were on their way.

The second summer session was eight weeks long. By the end of the fourth week, the curriculum design was not in sight. One of the major conflicts that had arisen was that some of the blacks called for curriculum content which some of the whites could not support. Some of the most militant whites, thereupon, referred to the other whites by very uncomplementary terms. Yes, this is behavior exhibited by teachers under these circumstances. This was not a game. We were talking about something extremely important and personal--a new curriculum for our schools--a curriculum that each of us would be responsible for, a curriculum to achieve ends to which each must personally subscribe. In these circumstances, where commitment ran high, it could be expected that feelings would also be intense.

Over the July 4th weekend, the Director decided to make a move in an attempt to try to break the stalemate. The issue was that, even after all our studying, a minority of the group told the majority that they did not really understand what a totally different and relevant inner city social studies curriculum should look like. One of the consultants who accompanied Reverend Lewis Durham from San Francisco was Samuel (Scooter) Aikens, an outspoken militant and activist who had had charge of many 'freedom schools' in the Bay Area. After

some difficulty in locating Scooter, he agreed to come only if he could bring two associates with him. He would work with the group for three days.

Aikens proved himself a skilled group worker. The FICSSers prodded him to tell them what the curriculum should be or what he had done in the Bay Area Freedom Schools. He avoided this, however, until he helped the group to clarify their own goals. Only on the third day did he reveal the requested curriculum.

Following the Aikens' team visit, the group faced a major decision. They had to determine for whom the curriculum was being designed. The blacks were insisting that up to that point all their attempts had missed the black child.

The Director thus suggested that the group develop a curriculum for all children of the inner city and that we then analyze it to see how well it would work for blacks. "That's the way its always been. Make it for whitey and if it's good enough for him it's good for blacky, too." Such was the charge from the informal caucus of black FICSSers. The Director replied, "Okay, if I cut the candy bar and offered you half, which you refused, I should be willing to offer you the other half--and so I am. Let's develop a curriculum for black children and then analyze it to see how it applies to white." This suggestion received a great deal of support from blacks, the militant whites, and most of the others. Legitimate reservations, however, were voiced by some who, in good conscience, could not develop a curriculum for one segment of a school system. That would be racism. It was clarified, however, that this was only one step of the procedure and that after the black curriculum was developed, it would be examined to see what additional elements were needed to make it a curriculum for all in the inner city. (Derogations employed by some did not help keep the situation cool or intellectual. In fact, verbal clashes and would-be personality assassinations were rather frequent.)

The black curriculum was under way. Once this decision was made, the group worked together, on the whole, rather well. Within a few days, the design had progressed to grade nine. The Director, however, was not pleased with the design nor with the group process. The design seemed to be depriving the individual learner of real choice. While, in the white curriculum, various alternative views had been denied the learner, the emerging design suffered only in reverse. In the realm of process, black words were golden. Many of the whites sat quietly by as the design emerged from the mouths of a few.

One morning as the group had just finished grade ten and

was taking its coffee break, one of the blacks called the Director into his own office and asked,

"Okay, Mel, when are you going to stop us?"

The Director replied, "What do you mean, G_____?"

"You know you can't let us come out with that curriculum. Why, if I had any children, I wouldn't let them go through that."

"If you have any reservations about what we're doing, G_____, then why don't you say them in front of the whole group. This is their curriculum, your curriculum. If you don't like it, then change it. I will accept as our design the curriculum developed out of the best thinking of this group." The reluctant curriculum designer returned to the group and, for the rest of the morning session did not choose to raise his objection.

Group lunches were a daily practice instituted by the Director to increase group interaction and cohesion. Lunch that noon seemed to go off as usual with much comeradery, joking, and serious discussions about progress on the curriculum design.

Something else had evidently transpired during lunch, however. The dissenter had somehow built his courage to the degree that he could, during the afternoon group meeting, express his extreme reservations about our curriculum design. When he did so, it was as if he had released the floodgate. Many of those who had attended the meetings in silence finally spoke up and joined him in opposing the direction the group had been taking. They felt, above all, that the curriculum we were developing was not dedicated to free inquiry, but to indoctrination, albeit, of a kind different from today's prevailing curricula. Too, they felt the group was not being responsive to the opinions of the residents of the inner city but only to the opinions of a minority of that population. Were we, for example, responding to those who felt that what is really needed is for the blackman and other minority people to avail themselves of the system as it now operates? Were we responding to the great number of people of the minorities who disapprove of militant tactics to gain one's ends?

At this juncture, the group decided that one of the principles which should guide the development of the final curriculum design was the inclusion of the many sides of an issue be they supportive of the status quo, modest change, or radical innovation. After such a content presentation, valuing would need to be the province of the student. In helping students to value, the teacher would have to develop value clarification techniques such as those presented during one of the input sessions at the Aurora Conferences. This was a major curriculum decision reached by the group.

The group again started their task from the beginning. This time, however, the level of participation was at its highest and the group had requested the leadership of the Director. Within one week, the new design was completed. A group of high school teachers anticipated the direction of the new curriculum, and developed a skeleton of the curriculum for grades nine through twelve. When they presented this to the group, it was accepted after considerable modification. It did, however, expedite the work of the total group to have such preliminary plans.

While the task of curriculum design was progressing, the Director was concerned with the expiration date of phase one of the Project. Originally it was to end August 31, 1969, but there were unexpended monies available. In the process of making inquiries concerning a request for an extension of phase one to December 31, it was learned that the Title III office was somewhat displeased that no polished resource units had been developed to this time. The Director decided not to bring this information to the group until after they were well on their way to completing the 'black curriculum' design. To do so, he thought, would distract them from an already extremely difficult task.

When the design was completed, the group was informed of the pressure from Columbus for resource units. They then voted to have the Director and a small group review the design to see what would be needed to adapt it to the needs of all children while the rest of the group would work on nine units which were so essential they would most probably be in the final revised design. Thus, the curriculum design of FICSS was developed and presented to the group for their approval. During the summer of 1969, the following units were prepared:

Our Needs and Wants: Green Power
A Social Studies Resource Unit for Grade 1, Unit 5
40 pages

Ghana, Mali, Songhay: A West African Kingdom in Three Eras
A Social Studies Resource Unit for Grade 4, Unit 2
30 pages

Crusade for Equality--Part A: The Era of Slavery (--to 1865)
A Social Studies Resource Unit for Grade 8, Unit 2
75 pages

Crusade for Equality--Part B: Reconstruction (1865-1880)
A Social Studies Resource Unit for Grade 8, Unit 2
75 pages

Crusade for Equality--PartC: The Age of Accomodation (1870-1940)
A Social Studies Resource Unit for Grade 8, Unit 2
75 pages

Crusade for Equality--Part D: Civil Rights Struggle (1940-present)
A Social Studies Resource Unit for Grade 8, Unit 2
75 pages

Realities of the Inner City
A Social Studies Resource Unit for Grade 9, Unit 1
80 pages

Protest for Change
A Social Studies Resource Unit for Grade 11, Unit 2
200 pages

World Dimensions of Slavery: A Comparative Study
45 pages

The fall of 1969 saw the implementation of the nine units into many of the classrooms of the five districts. Problems were encountered in Youngstown, however, since they were still trying to pass their levy. Such concern demanded much of their effort. The units prepared during the summer were edited by the Research Assistants who joined the Project in June 1969. These RA's were seriously recruited by the Director and were of high quality. Five of them were doctoral students in social studies education. The sixth position was temporarily vacant due to a last-minute change of plans by the student.

The major efforts of the fall were editing the units and visitations to classrooms. The RA's and the Director also participated in some of the in-service education programs of the various districts. The major portion of the Director's time, however, was spent in preparing the request for continuation funds. This is more thoroughly explained in the section of this chapter, 'Administrative Talk.'

Phase Two (January-August, 1970)

Phase Two began with administrative headaches, a temporary budget, imposed changes in operating procedures (not all necessarily bad), and changes in fiscal procedures. As far as the main task of the Project was concerned, however, the essential function was to prepare for summer, 1970 in such a way as to assure the most fruitful production of resource units.

Preparations for the Third Summer (1970)

Although the Title III Office was concerned about the

apparent lack of production of product, the Director, when writing the proposal, did not specify the numbers of units which were to be developed either during specific time segments of the Project or by the time of its conclusion. Thus, while concerned, Columbus could not point to any place in the proposal to indicate breach. While the Director had kept them informed about the progress of FICSS, Columbus was not interested in 'group dynamics,' they wanted to see products. They had to have materials to wave before the eyes of State and Federal committees to show 'progress.' This can be unfortunate for it may cause premature product births. If FICSS was coerced into making available its first-year resource units, professional educators would have had every right to criticize our work. Fortunately, however, the Director was able to ward off the natural and understandable 'product panic' of governmental administrators.

The third summer, however, was crucial. We had taken our time in the first year understanding the problems, various curriculum designs, and producing stop-gap resource units. In the second summer we forged out the essentials of the final design and produced and classroom-tested nine resource units of rather respectable quality. Like the building of a good garden, we had dug deep, well prepared the soil, and planted. It was now time to nurture and reap the fruits of our efforts.

There were several ends which had to be achieved: 1) keep costs down since Columbus was again trimming the budget; 2) gain maximum unit production; 3) utilize as much as possible group resources and interaction; 4) closely control and monitor unit quality; 5) avoid total group meetings in order to obviate floundering and 'processing' rather than goal attainment.

In order to achieve these goals the following plans were devised. On Mondays only those writing primary units would meet at the FICSS offices at Kent. Here, the Director and the Kent-based Research Assistant assigned to monitor and edit the primary units would meet with the Unit Writers, review the primary portion of the design, aid in sketching out each unit using the insights of the small group (about six to eight teachers in each group), and facilitate the location of basic resource materials and persons. Similarly, the upper elementary Unit Writers would meet on Tuesdays, the junior high group on Wednesday, and the senior high staff on Thursday. Friday was left for administrative tasks and meetings with Supervisors, Research Assistants, and other staff.

Not having the Unit Writers on campus every day reduced expenses in travel, lodging, and food, and also obviated large group meetings. The summer session was cut to seven weeks as an additional economy move. Yet there was opportunity

for a degree of group interaction with those who were writing within the same grade level area. Meeting with a small number of Unit Writers on a regular schedule allowed for rather close supervision by the Director and the Research Assistant editor.

In order to achieve maximum output, each of the Unit Writers received a packet of informational materials about six-weeks prior to the beginning of the final summer session. In this packet, each found a sheet listing the units assigned to each Unit Writer, deadlines for each unit (four weeks), and a second unit which was to be done in part during the last three weeks. He found specification sheets for both the complete and the partial unit as well as a schedule of weekly grade level area meetings. (In order to expedite the beginning of unit writing, the first week was condensed so that all groups met either in the morning or afternoon on Monday and Tuesday. After that, they met on their usual day once a week.) Such advance notice allowed the Unit Writers to begin preparing for their assignments by reading background books and gathering pupil resources. (See Appendix D for samples of Unit Writing Materials.)

So that the Director could keep track of the progress of each individual unit, a large 4' X 8' production board was prepared. In the left column were listed the various parts of the units, and the steps in sequence through which each had to travel. This board was updated daily. Where it was found that some Unit Writers were falling behind, the Research Assistant editor was assigned to provide additional aid. Not only did the board serve to apprise the Director of the degree of progress, it also proved to be a motivational device for some persons who wished to demonstrate their reliability.

In the main, the units were prepared on time. There were some complications arising from the inability of some teachers to conceptualize well enough to be effective Unit Writers. It was interesting that even with the extensive period of orientation to the problems and the new curriculum, the units which some Unit Writers began to prepare looked little different from those already available in traditional social studies programs. It is evidently one thing to understand, and yet another to create anew. The problem was most pronounced in the primary grades where, one might reason, the teachers are less used to dealing with substantive matters. It was often found that these teachers relied heavily on children's books as the basis for determining the content of their units. They indicated that if they went beyond what the books included, the children would have no access to the content except from the mouth of the teacher. It was argued in rebuttal, however, that if we included only what the children's books now include, our resource units could

not be substantially different from traditional social studies. Thus the teachers were led to college level texts and resource persons who helped them better outline their content.

To sum up these unit writing experiences, the Director found reason to confirm the contention that even the best teachers may not be the best unit writers. In several cases with FICSS, excellent classroom teachers wrote meagre units, yet, when they took them to their own classrooms, the class 'turned on.' Research assistants who visited their rooms during the implementation phase noted the activities of these teachers and incorporated them into the revised units, thus improving them considerably.

Phase Three
(September, 1970-June 11, 1971)

Most of the Unit Writers wrote competent materials. Given sufficient guidance by the Director and the Research Assistant-editors, the quality of most of the resource units produced was rather high. Some were even exceptional.

After the first units came in at the end of the fourth week of the summer session, the Research Assistants edited them in order of the priority as listed on the production board. They had approximately one week of editing time per unit and six to eight units to complete. In those cases where the unit handed in was extremely weak, the RA either returned it to the Unit Writer for additional work or reworked it himself.

The Research Assistants, too, had their individual qualities. They ranged almost the complete gamut of possibilities in punctuality, reliability, conscientiousness, and creativity. Without their help, however, the materials would never have been produced.

During the third summer, one research assistant who had spent a year with the Project, and was just beginning to be relied upon heavily, left due to a change in her plans. Another completed his masters program and was offered an excellent private position which he was encouraged to take. During the editing period, then, the staff of six Research Assistants was reduced by one-third. It was therefore not possible to keep to the proposed schedule of unit editing and delivery to the schools in the early fall. Some units were produced in time to be implemented in classrooms in October. All of the first units, however, could not be readied by this time, especially in light of the long break between the end

of the summer session and the beginning of the fall quarter. The last of the units reached the schools in February. By this time, the first units had been tried out in many classrooms according to the evaluation design, teachers had kept daily logs on their use of the units and pupils' reactions to them, and, in some cases, the RA's and the the Director had made classroom visits to see the units in action. Thus, there was an ample base of data from which to begin the final editing of the units. Ideally, the results of the subjective and objective evaluation could have been useful, but this was not to be available until the end of May and thus could not be utilized in formative procedures.

The Director was informed by the Title III Office to attempt the printing of as many copies of the final products as possible. This necessitated an increased commitment of staff and time and carried the duplicating activities right up to the final moments.

The Project Curriculum Design contained sixty-five units in the thirteen grades. Of these, the staff was able to develop and classroom-test thirty-two units. (These units are listed and described in Appendix E.) In addition are another eight units that were sketched but never edited or classroom-tested. These are referred to as 'working papers.'

During this phase, the Director and Research Assistants prepared a formal statement of the Curriculum Rationale which they presented before the National Council for the Social Studies and the Association for Supervision and Curriculum Development as well as other professional organizations. They were most pleased with the way Project FICSS was received by these groups.

The Research Assistants who worked with FICSS during the crucial times from June, 1969 to June, 1971 were: Rosanne Marek, Kenneth Magenau, Laurence Pennell, and Marion Stroud. Although serving a lesser term, the services of Sharalyn Popen were most essential to the success of the Project. (A complete listing of research Assistants who at various times and for various durations worked with the Project are listed in Appendix F. The Unit Writers and Supervisors and their years of service are reported in Appendices G and H respectively. Members of the FICSS secretarial staff are listed in Appendix I.)

To this point, Chapter II has described the main currents involved in the inception, development, and conclusion of Project FICSS. Much of the focus has been upon group curriculum development. Yet to be analyzed is the nature of the administrative tasks which accompanied this Project. These are discussed in the final section of this chapter.

Administrative Talk

Phase One--The First Grant Period (June 11, 1968-December, 1969)

One of the problems which seemed to plague the Director from the beginnings of the Project was related to fiscal matters as they diverted his attention from the main tasks of developing curriculum. The tenuous and delayed awarding of the initial contract had its effect on staff selection, including the Director's administrative assistant, secretarial staff, and research assistants. It also affected the ability of the Project to keep all the Unit Writers and Supervisors for the full first summer session, although only two persons were affected in this way.

The initial Project negotiations with officials from U.S.O.E. in Washington were surprisingly delightful. The Director, accompanied by Mr. S. Blaine Brandyberry, Chief Fiscal Officer for the Youngstown Public Schools, Mr. Walter Pyle, assistant to Mr. Brandyberry, and Mr. Dan Jones of the Office of Research at Kent State University spent much of their drive to the Columbus negotiating session trying to figure out places to reduce the budget. The priorities were ascertained and suggested ways to economize were developed.

The sessions began with general questions from the Washington officials. One item was raised concerning the desire of Washington to have the Director on the Project full time rather than 3/4 time. Dr. Arnoff indicated that he wrote the proposal this way to allow him to teach one class per quarter during the academic year but no classes during the summer. He pointed out to the officers the advantage of being able to utilize Project experiences in university classrooms preparing teachers, supervisors, and administrators. He also indicated that he did not feel that he could disassociate himself from the classroom for the three-year duration of the Project. The officers acquiesced.

The subject then moved to clarifying the role which minority persons would play in the Project. The officers suggested that these provisions be clarified and that some extra staff be employed to assure this end.

Next, they questioned what steps were anticipated for the purposes of evaluation. Dr. Arnoff indicated that, after developing the initial budget, the requested funds appeared so large that he felt unadvised to include a major request for evaluation costs. In addition, talks with measurement specialists at the University indicated that evaluation costs would probably add twenty per cent to the total budget. The U.S.O.E., it turned out, was interested in evaluation and the

Director was requested to add extra staff and line items to cover the development of evaluation techniques to measure Project achievements. In all, an approximate $40,000 was authorized to be added to the requested funds. This occurred much to the surprise of the Youngstown and Kent personnel.

As a result of these negotiations, the Director had to prepare a new budget and additional descriptive pages as an addendum to the initial proposal. This, of course, was occurring in mid-June while the Unit Writers and Supervisors were on campus and while attempts were being made to orient the total staff to their jobs and to provide a meaningful program.

Fortunately, the administrative assistant, at this time, was performing his many tasks rather well. He was tending to arrangements for Unit Writers' and Supervisors' registrations, fee waivers for Research Assistants, housing, luncheons, parking stickers, library permits, etc.

The Director was also aided by the secretarial services of Miss Jackie Finley, who, having worked for several years at the University before transferring to FICSS, was familiar with routine related to time cards, employment procedures, requisitions, etc. In addition, her personal contacts with many persons at the University enabled her to expedite many crucial matters. Many new procedures had to be learned, however, since, in the initial phase of the Project, all expenses were billed directly to the Youngstown Board of Education (YBOE). This caused particular problems in that it was so much easier to order supplies through the University system than to have everything transferred or ordered from Youngstown.

Another complimentary event occurred. Shortly after the proposed initial budget was revised to meet the guidelines suggested by the negotiators from Washington, word was received from the State Department in Columbus that since the summers were so crucial to the conduct of FICSS, they would like to assure that similar delay and trauma such as occurred with the Project initiation would not occur the second summer. Therefore, the Director was instructed to prepare a third budget to cover not the first twelve months of operation, but the first fifteen, thus assuring funds for the second summer as well. Such concern was a compliment to the Director since it appeared as an expression of faith from Columbus. This planning was likewise a compliment to our Title III Office in Columbus as well as its director, Dr. Russell Working. (Dr. Working since has been promoted from that position and is currently Coordinator, The Division of Research, Planning, and Development of the Ohio Department of Education.) This did, however, necessitate the development of yet another budget before the Project was three weeks old.

There was one administrative problem which continued to plague the Director. His assistant seemed unable to develop and keep up-to-date a set of books which would present an accurate picture of expenditures. Such information was constantly needed and seldom available when management decisions had to be made. Initially, the Director attempted to acquire the needed information from the YBOE offices. It was apparent, though, at a very early stage, that a separate set of Project books had to be kept by the Project staff. These, however, did not materialize during the first phase of the Project.

Request for Continuation of the First Grant Period

As was alluded to elsewhere, at the end of the first grant period there remained unexpended funds. The Director began developing a budget to describe proposed expenditures from the period of September 1-December 31, 1969. At least two forms of this budget were prepared before being accepted. Part of the problem was related to not having available the needed financial data.

Preparing the Budget Request for the Second Grant Period

Hardly had the extension been requested and granted before the Director had to begin developing the request for funds for the second grant period. This request was due by October 31, 1969. Again, the necessary fiscal data were not at hand and so the task was made rather difficult. The figures made available by the YBOE were used as the best estimate. The request was prepared and subsequently denied. The reason for the denial was related to the fact that as of July, 1969, control of Title III funds had been transferred to the various State Departments of Education by act of Congress. Without exploring the minutiae, the general reasons for the rejection was the desire of Columbus officials to have the YBOE exert greater fiscal control over the Project and to accept a greater responsibility for directing its implementation into the schools. Also, recent rulings in the courts of the State made it necessary that the YBOE issue contracts to all cooperating school districts who, in turn, would pay their teachers, and a subcontract had to be consumated with Kent State University. Previously all had been handled directly by the YBOE. To accomplish at least one of these goals, the YBOE had to employ a new person to assume administrative responsibility in Youngstown. With the change in operating procedures, the consent of each of the participating school districts had to be gained anew, a task accomplished not without much pain and effort. Due to the imposed changes and needed five-district approval, the

final budget was not able to be prepared before the end of the grant extension period (December, 1969). Consequently, the Director had to prepare an emergency budget for the month of January, 1970.

Phase Two
(January 1-August 31, 1970)

While the January budget was being approved, in January, the Director was developing the revised, revised, revised budget which was designed to meet the many new conditions. At one time, the Director was informed to make the second operating period run for the remaining 18 months of the Project. Such a budget was prepared but eventually rejected. The second budget period, as was finally determined, was to last from January 1, 1970 to August 31, 1970. This was finally approved.

During this phase, a search was begun for a new administrative assistant. An excellent person was located, but he could not begin until August. He was worth waiting for. Consequently, a temporary assistant was hired to tend to the many summer duties.

In late August, word was received from the awaited new administrative assistant that he was going to continue in his current position since he could not afford to begin advanced studies at that time and accept a reduction in salary. For this reason, the temporary assistant was retained even though his performance was not of the desired standard.

Preparation for the Second Continuation Grant Request

During June of 1970, in the midst of the most productive phase of the Project, the Director was again busied preparing the request for continuation funds to carry through to June 11, 1971, the date for concluding the Project. This request had to be submitted before July 31, 1970. No less than three versions of this budget were prepared and submitted. The major reason for a requested revision was that the amount proposed was too high and that State funds were not available to support such a request. One savings was realized through the deletion of the position of Assistant to the Director. Finally, the budget for this period was approved.

Phase Three

Some of the needed fiscal control was gained through the part-time employment of an accounting major. Unfortunately,

this capable student received an internship during the winter quarter of 1971 and, just as he had things under control, he turned the accounts over to another student. There was little relief, however, in the administrative area.

The best fiscal aid was achieved when the University provided a special assistant in charge of aiding projects such as FICSS. This professional accountant in one hour provided the necessary data which his predessors failed to do.

The lack of a competent administrative assistant was a continuing source of burdensome administrative work for the Director. This deficiency was clearly related to the late funding of the Project and the unwillingness of the Director to make an agreement with someone knowing that he might later have to break it.

Staff selection as concerns research assistants and secretaries was affected in a similar manner. While 'iffy' funding can be understood, there is little reason why it should be tolerated by the American public. In a much more expensive way, but in a somewhat analogous way, Congress did the same things with the SST program only to junk it in the final stages of completion.

Fortunately for FICSS, the funds allocated to FICSS by the Title III office were sufficient to secure the continued well-being of the Project. Evidently, sufficient faith was placed in the Project and the Director that, despite the lack of an initial set of usable products, the necessary funds were forthcoming.

Role of the Director of Implementation

As was indicated previously, the Title III Office in Columbus called for a new provision in the Phase Two contract, one in which the YBOE would be able to exert more control and accept more responsibility for implementation of the Project products. Mr. Peter Citano was assigned to this new position as Director of Implementation.

During summer, 1970, his basic function was to learn about the Project, to meet the personnel, and to establish rapport. Later, he aided in establishing dates for the implementation of units into the schools and in delivering resource units to the various schools.

The Director of Implementation (DI) worked closely with the Director of Evaluation (based at Kent State University) to learn of the number of classrooms at each grade level required

for experimental and control classes. He also aided in the gathering of such data as was needed to describe schools sufficiently so that samples could be drawn according to the requirements of the evaluation scheme.

Mr. Citano was directly in charge of contacting the Youngstown teachers who would classroom-test the materials. He worked with the other supervisors who handled the direct contacting of their teachers. In addition, Mr. Citano sought out additional teachers who wanted to utilize FICSS materials even though they were not to be included in the formal evaluation. Mr. Citano also facilitated the classroom visits of the Director, Research Assistants, and the Director of Evaluation and his staff. He acted as the direct agent of the Youngstown Board of Education, especially in administrative duties such as taking inventories, identifying equipment and materials as belonging to the YBOE, and in arranging for delivery of all these to Youngstown at the conclusion of the Project. As the agent for the YBOE, he ordered all the instructional materials identified by the Unit Writers as being essential classroom resources required to implement each newly-written unit. Once these arrived, he assembled these into 12" X 17" boxes which were to contain the FICSS-Kit materials provided with each experimentally-taught unit. These were then delivered to the appropriate school systems and teachers. At the conclusion of the Project, the DI picked up all the kits and returned them to the YBOE who, according to the provisions of the Title III manual, and much to the distress of the other participating districts, was to retain final possession. The point of contention here was that the Project was conceived as a cooperative venture among five school systems. In that case, the materials should have been divided among the five districts. This was originally not considered permissible under under the provisions of Title III and so was not part of the initial understanding among the systems. Only in the last months of the Project was it discovered that such a division of materials could have been made. By that time, however, the expectations of the YBOE were such that a redistribution was never suggested.

There is no question but that the development of the position of Director of Implementation was successful in achieving the basic ends of increasing YBOE control and commitment to the Project. There was a marked increase in the numbers and proportion of Youngstown classrooms using the materials as compared to the previous year. The DI proved most effective in Youngstown and, according to the other supervisors, provided some help to them although they would have preferred their own local DI as they had suggested and as was built into the first revised continuation proposals. The Title III Office did achieve the goal of closer supervision by the YBOE and broader

implementation in all the districts. A second benefit did accrue in the form of diverting some of the administration to Mr. Citano. Since he was based 50 miles from Kent, however, such utilization, while helpful, was never conducted to a great degree. The administrative duties he performed were limited to those directly associated with implementation.

With all the difficulties encountered in managing the Project, the main effect was to burden the Director. Since some assigned duties were not performed by the administrative assistant, they would often have to be performed by the Director or parcelled out and reassigned to the Research Assistants. If a project director was to attempt to benefit from the experiences of FICSS, he would probably be well advised to seek and employ a competent administrator to tend to the multitude of details so that the Director would be free to manage and create in such a way as to employ optimally the kinds of skills he had developed. Such an assistant, it was learned, will be high priced. Economy at this point, however, would be foolish and false.

There is another area of activity which also needs to be considered from an administrative view, i.e. the development of the evaluation program. The following section reviews some of the dimensions of this area.

Administering the Evaluation Program

The full presentation of the evaluation of this Project is presented in a separate volume of over 800 pages. This section, then, is not in the nature of a full technical report. The purpose of this section is to report some of the procedures and problems associated with the administration of the evaluation program.

The First Phase

From the proposal-development stage on, it was conceived that Project evaluation would be conducted by the Kent State University Bureau of Educational Research (BER). About the time of the grant award, it was learned that the Director of the Bureau with whom these plans had been made was leaving to assume duties as department chairman at another university. Thus, evaluation plans came to a standstill.

The new BER director arrived in late August. He was unable to make any commitment until he became familiar with the total scope of the Bureau responsibilities and the qualifications of his staff. Thus, the first summer, some of the initial evaluation work was developed by the Director in co-

operation with the departing Bureau chief. One instrument developed was a preliminary form of a semantic differential attitude scale. Other tests were prepared to evaluate the cognitive aspects of some of the preliminary units. From the initial evaluation efforts it was learned that the semantic differential format did not yield the kind of information needed to assess changes in attitudes resulting from implementation of FICSS units. In addition, the computer processing procedures were very complex and time consuming. Since the Research Assistants for the first summer were only temporary, all the skills gained in item writing were not to continue to benefit the Project. In addition, since the products produced during the first year were only stop-gap units, there was little reason to expend much effort in test development until more was known about the direction the Project curriculum would take.

The Second Phase

By the time the Project entered the second phase, the new BER director was able to work closely with the FICSS Director in providing for evaluation services. Mr. Robert Cullen, a doctoral student in measurement, became the first Director of Evaluation (DE) for Project FICSS. In December, Mr. Cullen completed the requirements for his advanced degree and remained with the Project until August after which time he left to accept a post-doctoral fellowship.

Under the direction of Dr. Cullen, an attitudinal scale was developed to replace the semantic differential scale. The specifics of this scale are described in the technical evaluation report. In general, however, the scale sought to assess attitudinal changes in the dimensions of social class and race. One of the most desirable features of this scale was that the same items were usable in all twelve grades. Only the answer forms varied.

During the second phase, nine units of instruction were developed and classroom-tested. The Research Assistants who were most familiar with the content of each unit worked with Dr. Cullen to develop a grid which would assure adequate coverage of the content in each unit. Once this grid was developed, the RA's wrote items for each grid cell. These items were reviewed and revised by the DE and his assistant in conjunction with the RA. All items were reviewed and approved by the Director before preparation of the final test. In many cases, these tests, with some revisions as the unit content was modified, were utilized in the final phase of the Project. The procedures for test development became standard operating procedure. These procedures were described

in an article by Dr. Cullen, "Development of Picture Attitude Scale to Assess Attitudes of Inner City Students, K-12, Toward Black and White Persons at Different Socioeconomic Levels."[2] The findings of the evaluation program for the second phase are presented in an interim evaluation report previously submitted to the YBOE and the Title III Office. The data are mostly formative in nature since they were gathered in an effort to improve the basic instruments and gave some insights into the operation of some of the initial units of the curriculum design.

The Third Phase

Projected Evaluation Costs

Since the curriculum design was finalized late in the second phase and since the greatest number of units were written during phase three, the major portion of the evaluation was to be accomplished during the last phase. As was indicated before, Dr. Cullen was to leave late in the summer of 1970. To accomplish a smooth transition, James Gibson, a doctoral student in evaluation was phased in to become the new Director of Evaluation.

Mr. Gibson began his duties at the beginning of the summer session of 1970. He quickly learned the nature of the Project and its demands. Working closely with Dr. Cullen, the Director, and the Research Assistants, he was able to take charge of the evaluation program and to guide it toward its final conclusion. The final technical evaluation report is the result of his efforts.

During the academic year 1969-1970, the Title III Office had conducted several evaluation seminars. There seemed to be much stress being laid upon the importance of developing sound evaluation procedures. The Director, with Dr. Cullen, attended these sessions. Dr. Cullen estimated that the costs for processing data from one teacher-administered test was approximately $70.00. For tests administered by members of the evaluation staff it would cost $90.00. In the third phase, FICSS was evaluating approximately thirty units, on the average about three per grade level. Considering that good experimental design calls for at least one experimental and one control group, each receiving a pre-test and a post-test, at least sixty classrooms were needed to receive 120 cognitive tests at a total cost of $7,200 plus 120 attitudinal tests (FICSS-administered) at a cost of $10,800, or a combined total

[2] Robert Cullen, Joan W. Hannah, Conrad G. Katzenmeyer, submitted to the Annual Convention of the American Educational Research Association, New York, February, 1971

of $18,000. Obviously, if one would move toward the ideal of having more than one section of each type of class, the expense would increase. In addition, it would be very useful to analyze the data in such a way as to consider IQ, age, aptitude, etc., but all this would increase the evaluation costs. Too, and importantly, it would be most useful to have data which would indicate the effectiveness of an individual unit as well as two or more units successively. This kind of cost information was introduced into one of the State-sponsored evaluation meetings by the Director, who queried, "Will the Title III program support the real costs of competent evaluation?"

All the above was prior to the negotiations for the third phase. With the stress on evaluation, and the professional interests of both Dr. Cullen and Dr. Arnoff, a very competent evaluation design was prepared by the DE. Since it was recognized that the proposed costs were rather high, alternative plans were prepared which listed options such as a post-test only design, reduction or increase in the number of experimental and control classes, testing at alternate grades, etc. The design finally approved by the Title III officials allowed for cumulative testing of units, pre-test and post-test at each grade level and post-testing for each unit. In addition, the curriculum design and the resource units were to be submitted for subjective evaluation to three outside readers.

The outside review was received favorably by the Director and the DE. The research evaluation design, however, left much to be desired since the number of uncontrolled variables in a post-test design are so great. Nevertheless, it is recognized that the Title III Office had to consider the best way to allocate their limited resources and that this was a decision they reached for their own many reasons.

Objective Evaluation

Before arriving at the point where one can discuss some of the major findings of the evaluation, some of the factors which contributed to variability in achievement must be considered. The way teachers were selected to instruct from the various resource units varied widely among the school districts. Some were encouraged to volunteer while others found themselves 'burdened' with the requirement that they try out these materials.

Some teachers received personal orientations from their supervisor while others received hardly any information concerning purpose or point of view of the Project or the specific unit. Obviously, some teachers, regardless of the mode in

which they were selected or in which they were oriented would resent the imposition of non-standard curriculum into their classroom year. To adequately interpret the data, therefore, one should really know more about these kinds of factors.

This variability did take its toll. In some cases the teachers failed to administer either the pre-test or the post-test. Some said they were unaware that such a testing was needed. In other classrooms they indicated that they would start teaching a unit on a certain date and therefore required the pre-test. Later, it would be discovered that the unit was not taught at all or was taught taught several weeks later. The Director of Evaluation could not personally administer all these activities. Had the local Directors of Implementation been allowed, many of these problems could have been minimized. The Youngstown-based DI did not proscribe such surveillance in his activities. The lines of responsibility between the DE and the DI were not well drawn. The Director must obviously bear some responsibility for this. With all this, however, the evaluation was concluded rather successfully even though some data are missing.

Under Dr. Cullen and later, Jim Gibson, the evaluation program began to function well. Instruments were developed and administered according to the approved design.

FICSS was most fortunate in having the kind of talent needed to direct the evaluation program. If evaluation is to be an integral portion of funded projects, officials must ascertain that such talent is available and that adequate financing is allowed to utilize it. It is probably advisable that better communication be established between the funding agencies and the grant recipients concerning expectations in this area. The many programs conducted by the Title III Office devoted to stressing the importance of evaluation seemed grotesquely disassociated with the dollar amounts allowed in the negotiation of new contracts.

Administrative Talk--Concluding Remarks

The delayed funding of FICSS proved a handicap which was not to be speedily overcome. The biggest problem which it caused was not allowing sufficient time to recruit, interview, and employ those persons who could have made the FICSS years even more fruitful and less trying.

FICSS was fortunate in receiving such support from the Title III Office that its continued funding was never seriously in jeopardy. The Director continues to have a high regard for the very small Columbus staff which does an excellent job

managing the public monies being spent on innovative education. If only, however, one could reduce the number of budgets or increase the contract period, much effort would have been saved. This, of course, is related to the FICSS problem of not having had the kind of administrative assistance needed.

Would the Director advise that the curriculum development process followed in FICSS be duplicated? The same procedures used by FICSS would, if anything, be even more effective as a model for curriculum change in a single school district. FICSS was not attempting to develop a model for one school system, and so had to be organized across many districts. But the elements of teacher education, commitment, struggle, development of a vital rationale, and production of resource units seem to be essential components of a curriculum change procedure.

Chapter III

THE PRODUCTS OF PROJECT FICSS

One who has read or skimmed the preceding pages of this report may get the impression that FICSS experienced many trials and tribulations. That is true. But hopefully the reader will also recognize that FICSS reached successful conclusion due to the commitment and loyalty of the vast majority of its staff. Despite the budgets seemingly end-to-end, the Director believed that FICSS was worth doing; the Research Assistants and secretarial staff often worked well beyond the usual hours to produce quality materials; the Supervisors devoted countless hours without extra compensation to oversee the implementation of the FICSS units; and the Unit Writers, as a whole, took pride in their tasks, produced rather high quality resource units and, in many cases even implemented them in their own classrooms.

The support of administrators and school boards was also rewarding. Despite the development of one or two units in which some responsible value positions were omitted, the schools attempted to implement these with modifications made by their own teachers or the supervisor. Through the three years, even with the change in Title III ground rules which caused some extra labor for each district, the five districts remained in association. If the products of Project FICSS make a contribution to social studies education, then they were worth the problems and effort. If FICSS does serve to provide an alternative to the traditional curriculum, then the Director, and probably the other FICSSers as well, will consider the time well spent.

The most essential product of Project FICSS was the curriculum design. It was germinal to the development of all succeeding products, the resource units. If it's development was faulty, them the units must reflect these faults. To the extent it is cogent and powerful, the units may, if they are well written, reflect these qualities.

It is necessary, therefore, that those who would refer to Project FICSS materials with an eye to their possible implementation in a school district should know why FICSS was necessary, what it attempted to do, the population for which its materials were designed, the structure of the curriculum design, and the main features of the teaching strategies employed. These, in outline, are the components which together comprise the rationale of Project FICSS.

The Problem

In the late 1950's there was a marked increase in the frequency of articles in professional journals pointing out a variety of weaknesses in prevailing social studies methods and curricula. Such professional criticism was dramatically validated by the launching of the Soviet sputnik. The public began to demand the answer to "What had gone wrong?" In reaction, Congress sought to bolster education in the hard sciences which would assure our nation a capable harvest of space scientists and general researchers.

In the meantime, the social problems of our nation were shunted aside in the attempts to assure national defense and pride. The riots which began in Watts and spread to most of the major ghettos of the country caused the return of concern about some of the more immediate domestic problems such as economic and political discrimination and exploitation. At least in part, it may be expected that these events helped Congress to see the efficacy of funding some curriculum reform efforts in the social as well as the hard sciences.

When the issues became crystallized, it was discovered that the school was under attack. It was being challenged because some believed that it was a relic which continued to function but for no real purpose other than maintaining the status quo. The dissenters wanted a school in which children could learn about real life today, not the chocolate covered version which subtly dispensed objectionable biases.

What could the schools do if they believed that there was some basis for these charges? How could they move to make social studies, at the very least, relevant to today's social context?

Clarifying the Purpose

In resopnse to these problems, Project FICSS was funded on June 12, 1968 by the U.S. Office of Education under the provisions of the Title III of the Elementary and Secondary Education Act of 1965. Its purposes were:

1. To develop a K-12 social studies curriculum design which was appropriate for the inner city.

2. To develop selected resource units to permit the effecting of that curriculum design.

3. To implement these resource units in selected classrooms of the cooperating school districts, to evaluate some of the cognitive and affective effects of these materials, and, after appropriate revision, to produce final versions

of the units.

The actual number of units to be produced was never specified. This was appropriate since there was no way to anticipate the total number of units which would constitute the new curriculum design nor was there any way to anticipate the rate at which the Unit Writers would be able to complete their tasks. At no time was it intended that the Project would develop all the units of instruction for the new curriculum design.

Determining the Approach to Curriculum Development

A Segment or K-12?

Patchworking is a traditional approach to curriculum revision. In the light of the criticisms leveled at the social studies, however, such an approach seems questionable since the problems identified permeate the instruction at all levels. The kinds of changes which are needed in the new social studies require a newly devised cohesive design from kindergarten through the twelfth grade. Only in that way can the criticisms be professionally and competently converted into newly defined and realizable instructional realities.

Social Studies or Social Sciences?

One must, however, question the efficacy of utilizing the social sciences as a base for launching the new social studies. Do the social sciences with their methods of inquiry and varying structures meet these criticisms? While there is little doubt that these disciplines are invaluable resources for the development of social studies curricula, no one of them or all together can answer the kinds of questions which are involved with the establishment of curriculum priorities. Only when these are determined can one have an intelligent basis for selecting pertinent content drawn from the behavioral sciences.

An overemphasis upon utilizing the social sciences to structure the new social studies may lead to a continued, but different, imbalanced attention to the cognitive and deductive at the expense of the affective and inductive. Too, while learning the structure of a discipline, it is all too easy to slide past the real and related problems which face the world. It is too comfortable to rely on the controlled introduction of a discipline rather than to consider the multiplicity of forces which have little regard for the integrity and bounds of a social science but persist in exerting contradicting demands upon a situation.

In developing a new curriculum, it seems vital that one first attends to correcting the long-standing problems which gave rise

to the initial crescendo of complaints. It thus appears that developing curriculum on a social science base avoids the necessary task of identifying and ranking curriculum priorities. In fact it would appear that the solution was standing in the wings waiting to be called upon to perform regardless of the role to be played. The social sciences need to be drawn upon after the goals of the curriculum have been identified.

A Curriculum, Full Strength or Half?

The evidence seems to indicate that there is a need for a newly designed social studies curriculum articulated from the kindergarten through the twelfth grade. But there are additional problems. Should that curriculum really be designed to answer the criticisms, some might suspect that it has marched to a drummer's cadence which they may be unwilling to accept. They might not question its relevancy, only its political efficacy. On the other hand, should the curriculum be designed so as to be immediately appealing to the schools, it would probably not meet the basic criticism. The new social studies curriculum should encompass all the topics which according to the best judgment of educators and members of the academic and lay community, are needed. Hopefully, this curriculum would be reviewed and found able to stand up to the original set of criticisms. If some schools felt they could not adopt all of the new curriculum design, at least they would have a model which could suggest the kinds of topics and sequences which they might consider including in their curriculum. If the new social studies curriculum were not accepted in toto, then it could at least serve as a model toward which school systems might move.

Describing the Target Population

Who are to be the recipients of the new social studies curriculum? According to the proposal FICSS was to develop a curriculum for social studies in the inner city.

The life style forced upon the residents of the inner city is not the most pleasant. Pollution, traffic, noise, decay, all impinge upon the lives of inner city residents. Obviously, then, those who object to these conditions and find themselves able, move to better circumstances.

Not in all cases, then, but in most, the residents of the inner city are poor or working class people who cannot afford superior housing. While some would suggest that they are members of minority groups, data indicate that two-thirds of the residents of the inner city are white. Without question, however, the effects of poverty and prejudice hit the minority group member hardest. They are the first to suffer in lack of political

power and the last to gain during times of economic well-being.

All the people of inner cities, white, black, brown, yellow, and red are the intended recipients of this curriculum. If it is well conceived, the design will enable each of these groups to find themselves and their problems in the social studies curriculum. This might well be considered as a definition of relevance.

Seeking New Directions for the Social Studies Curriculum

To determine what changes ought to be made in instruction in a specific area of study, it would be well to review the criticisms of the authorities in that field. The following criticisms are a digest of some of the major complaints cited in relation to curriculum and methodology in the social studies.

1. While people continue to face war, poverty, racism, questionable governmental priorities, pollution, etc., the social studies makes little provision for systematic studies in these areas.

2. The social studies is an instrument of white racism since it ignores and/or distorts the contributions and conditions of Americans of color.

3. There is too little depth in primary social studies. Children appear to be learning that which they already know.

4. The restrictive nature of the elementary curriculum shields the pupil from an awareness of other nations until he is 11 or 12 years old.

5. There is insufficient attention paid to enabling pupils to function at higher levels of cognition. There is too much emphasis on recall and too little on analysis, application and other cognitive skills at the depth end of the spectrum.

6. The social studies fail to incorporate the most recent scholarship from the social sciences.

7. There is too much emphasis upon names, dates, and trivia.

8. Pupils are seriously lacking in basic skills in geography.

9. There is a worship of the chronological past which rarely seems to permit a study of recent and current history.

10. The repetition of American history in grades five, eight,

and eleven appears fruitless and stifling to pupil motivation. Recent U.S. history is seldom studied due to the limitations of 'time.'

11. The myths of American history persist while significant areas of the story of Americans lie ignored.

12. The study of world history in one year cannot possibly allow for any consideration of any problems in depth.

13. "World history" as it is taught might more appropriately be called Western Civilization since it largely ignores the study of African and Asian cultures.

The complaints are helpful in that they guide educators to direct their attention to curriculum weaknesses which most need attention. Thus, when the new social studies is developed it should, at the very least, fail to suffer in the same ways that traditional social studies curricula have.

Stating the Goals for the New Social Studies Curriculum

By merely stating the complaints in positive form, one would arrive at an initially useful, but partial, statement of instructional goals for the development of a new social studies curriculum. Such restatement would be insufficient, however, since this would ignore those areas of current social studies programs which are considered commendable but which have escaped either praise or damnation.

In order to guide the development of a new social studies curriculum, and in particular one appropriate for the inner city, it would be helpful to identify some of the long range goals which that curriculum should attempt to realize. To meet these goals, the curriculum designer can select specific segments of content and teaching strategies. The major long-range goals identified by Project FICSS are:

The pupil should know:

1. the essential issues inherent in the social confrontations which are part of daily life of our nation.

2. the problems of areas of the world in which conflict seems to persist and make its way onto the front pages of our newspapers.

3. the political, economic, and social systems which

control their lives or provide possible alternatives or bases for comparison.

4. the basic facts concerning races, the consequences of racism, and the contributions of people of various ethnic groups to the life of our nation and our world.

5. the nature of the persistent and emerging social, political, and economic problems of our nation and world, and possible ways to work toward modifying their impact, and the forces which impede such modifications.

6. the variety of value positions which are held by individuals, groups, and nations and act to determine courses of action.

7. the historic examples of man's humanity and inhumanity toward one another based upon various value positions.

8. the consequences which follow from holding specific value positions.

9. the basic content and methodology of the social sciences so that these can be employed in understanding the bases of social problems.

The pupil should be able:

1. to locate the loci of political, social, and economic power to enable him to formulate plans for change.

2. to identify effective means of achieving political, social, and economic changes.

3. to identify basic value conflicts inherent in controversial issues.

4. to develop a set of values arrived at through intelligent analysis so that they will serve him in striving for the 'good life' for himself and his fellow man.

5. to analyze the causes of conflict so that he may better conceptualize and/or evaluate feasible plans for conflict resolution.

6. to utilize the best available data, insights, and methods drawn from the social sciences and, in the

absence of all the facts, to be able to chart the 'best' course of action.

The pupil should develop attitudes which foster:

1. a positive self image.
2. a respect for all ethnic and religious groups.
3. a tolerance and love of diversity.
4. a valuing of optimal freedom for all people.
5. a desire to act to achieve 'the good life.' for himself and others.
6. willingness to inquire openly before deciding on a course of action.

The pupil should develop behaviors which:

1. promote and nurture the above goals.
2. are consistent with the highest principles of democracy and brotherhood.

Building the Curriculum Design

The way a curriculum is designed reflects the authors' views about the goals to be achieved, the inherent logic of the content selected to achieve these goals, and the nature of the learner and the learning process.

Goals and Content

The long range goals of the FICSS curriculum served to guide the selection of that content which would serve as the means of their attainment. So, if the goals would have required only minimal level of skill development they would have exerted little effect upon the grade placement of concepts. Since the goals, however, prescribed the attainment of higher levels of cognitive functioning, it was necessary to design a curriculum which provided for the early introduction and continued nurturing of content which would allow for the development of the requisite skills and understandings.

One of the major goals of the FICSS curriculum was the development of a positive image of oneself and others. To move toward achieving this goal, it was determined that the curriculum as a whole and within each grade level would contain a high percentage

of ethnically oriented study.

The goal of developing a world awareness is cited to provide but one more illustration. Since a world view requires a high level of sophistication it was deemed mandatory that world studies be introduced early in the primary grades and touched upon or studied thereafter when it was consistent with the grade level theme. Thus, it is seen that sequence was in part affected by the demands of the goals of Project FICSS.

Perhaps it is obvious that curriculum content should be selected to enhance curriculum goals. The point is restated here, however, because it is apparent that this is not the way curriculum, albeit in the social studies, has generally evolved or been designed. The reader can, by referring to the FICSS Curriculum Design (Appendix J), compare the suggested content with the espoused goals to evaluate the degree of congruence.

Logic of the Discipline

Traditionally, the logic of the content has ruled supreme as a curriculum determinant. Even in some of the 'new' social studies projects this criterion appears to override all other considerations. While the natural logic of the content must be considered, it is but one of the complementary and competing elements which vie for attention when curriculum design decisions are being made.

Should one ignore the logic of the discipline, then he runs the risk of not capitalizing and building upon foundational knowledge and thereby achieving greater depth. On the other hand, should this factor be allowed to dominate, the risk would be in educating junior social scientists rather than future citizens. Thus, for example, history is the servant of the goals established for the curriculum. That history is employed which can add depth to a study. Neither chronology nor methodology is consistent with the major goals of FICSS.

Learning takes place in a variety of ways and in both logical and illogical sequences. The organization of experience is the function of the learner. If he does not perceive the 'logic,' then, for him, it is not logical. Thus, psychological principles must also be considered such as 'what turns him on?' and 'what content and strategies promise to maintain his interest?'

In the FICSS curriculum, therefore, the design neither revolves around nor ignores the logic of the disciplines. One can review the curriculum design and find many instances in which such logic has been built in. It is not, however, the overriding factor.

The Learner and the Learning Process

Inner city youth are not motivated to achieve in school mere-

ly because it is expected of them. Many of the disadvantaged, in fact, do not perceive the school as a meaningful institution, and thus may lack the normally expected academic motivations. Consequently, curriculum for inner city schools must be designed to attract the learner. While this would be desirable for the curriculum of all schools, in the case of the disadvantaged it is essential.

The nature of the learner, then, is a factor which should also be considered in the selection of content. 'What turns him on?' The same things that 'turn on' all people; topics to which the learner can relate through personal knowledge; conflict; utility of knowledge; and reality. The focus of content, therefore, is rooted in the problems which are faced by residents of the inner city. These problems are considered frankly with a view toward generating ways of ameliorating them. These problems are economic, political, and social in nature, but above all, they are important to the learner because they impinge upon and greatly determine his life alternatives. The FICSS curriculum is thus seen as highly issue-oriented but once these issues have been clearly drawn, the methods and logic of the disciplines aid in their exploration.

The learner's-eye-view is also important when mapping the sequence of curriculum experiences. It cannot be determined with accuracy what concepts can be learned by children at specific stages of development for each child has his own individual developmental clock as well as a unique pattern of spontaneous and planned patterns of environmental intervention. Thus, in FICSS, grade placement was determined largely on the basis of the consensual judgment of teachers (Unit Writers and Supervisors). Once the design began to unfold, the logic of the content also played its role for what was learned at one grade affected what could be learned at the next; complex concepts introduced in upper grades had to have been preceded by sufficient units of knowledge to make them comprehensible.

Another principle of curriculum sequencing derived from the domain of the learning process is the ordering of studies within a grade to extend from the child outward. Thus, when there were options within grade level themes, the first units of the sequence were designated those which were most likely to be meaningful and personal to the student. With such a base, it is more likely that through analogy and comparison he can expand his insights to comprehend more psychologically remote and complex studies.

The goals, content, and the nature of the learner obviously affect one another. In the selection of content from history, for example, all three come into play. The goals initially suggest a variety of examples which can be drawn from the discipline but the learner helps determine the example. In general, it is most

likely that he will be able to relate to 1) those examples which have the most parallels with the content he is attempting to master and 2) the most recent examples.

The Way in Which the FICSS Curriculum Design was Built

The way in which the competing demands of the various curriculum components were woven into the fabric of the FICSS curriculum design represents but one possible solution. They were, however, considered and employed in a manner consistent with the proposed goals of the social studies curriculum for the inner city. If educators value these goals, and if they find the proposed curriculum an effective agent for achieving them, then FICSS can be adopted or adapted to fit the needs of specific school systems.

Effecting Goals Through Teaching Strategies

The same factors which affect the building of the curriculum design also dictate the choice of various teaching strategies. While goals may demand the early introduction of rather complex content, the methods must be designed to enable this content to be learned. The logic of the content, too, helps structure teaching strategies.

One of the major long-range goals of FICSS was to enable children to utilize groups effectively. Thus, the teaching strategy format which was designed for the FICSS units, calls for much group or committee work. In this way the process enhances goal achievement. The learner is stimulated by group interaction and additionally motivated by group pressure. Committee work, consequently, also builds upon these factors.

The following elements characterize the format of the teaching strategy in which the FICSS units are cast:

1. Pupils generate their own questions concerning the dimension of the topics which they would like to research. In this way both their personal and curricular goals can be achieved.

2. Pupils are involved in extricating the necessary content which will enable them to answer their own questions.

3. Pupils in both individual and group situations act to locate and digest unit content.

4. Pupils aid each other in the learning process.

5. The teacher's role is that of one who guides the learning

process and who extends it from the level of recall through evaluation.

No single strategy can be appropriate for all units, all learning styles, and all teachers. The FICSS units, however, have been cast in a consistent format. This format was selected since it provided maximum aid to the teacher who would teach by a unit-teaching strategy and also provided the greatest flexibility in adapting to other teaching styles. Such modifications in approach are expected and encouraged since it is obvious that the teacher is the one who must decide on the most effective methods to present the curriculum.

Summary

Project FICSS has attempted to respond to the call for a social studies curriculum which is consistent with the realities of twentieth century urban America and the special needs of residents of the inner city. In so doing it has drawn upon the professional literature and academic and lay resources for goal identification. The curriculum design was based on the achievement of these goals, the logic of the content, and the nature of the learner and the learning process. The teaching strategies were selected to aid in achieving the goals of the curriculum and to allow for appropriate modification by the classroom teacher.

Chapter IV

EVALUATIONS OF THE FICSS PRODUCTS

Now that FICSS has concluded its developmental phase and has produced a curriculum design and 32 units based on this design, the questions still remaining to be answered are: 1) How do experts view the curriculum design and 2) Do the units serve as effective vehicles for the realization of that design?

The curriculum design must stand on its own. It must be judged to be an effective and appropriate guide to social studies instruction in the inner city. Should the curriculum receive this kind of evaluation, then the units must be examined separately to determine if they are well designed to serve as instructional guides and if the learner is able to grasp their basic concepts.

The Selection of Evaluation Consultants

In order to evaluate the curriculum design, a list of qualified outside consultants was compiled by the Project Direcotr and Supervisors in consultation with Dr. Morris Abramovitz, Director of Federal and State Programs, Youngstown Public Schools, and Byron Walker and Richard Dragin of the Ohio Department of Education. The consultants on the list were ranked in order as preferred by the Supervisors. Fortunately, the consultants who agreed to review the FICSS curriculum and units were among the first five on that list. The reviewers were:

Larry Cuban, Social Studies Teacher and author of many publications on education in the inner city.

Mario Fantini, Dean, Faculty of Education, State University College, New Paltz, New York and author of several articles and books on the inner city.

Sterling Tucker, Executive Director, Washington Urban League, Inc.

The full text of the evaluation of these consultants appears in Appendix K. The intent of this section is to analyze their remarks to provide direction for the continued improvement of the FICSS products and to provide educators with some index of product quality.

Evaluating the Curriculum Design and Rationale

Critique from Larry Cuban

Mr. Cuban's remarks are highly analytic in nature and were received early enough to be considered when developing the previous chapter dealing with the curriculum rationale. One of the first suggestions was that the target population of FICSS be described. This element has been included in the revised version even though the consultant's definition differs somewhat from that developed by FICSS.

The remarks of this evaluator proved helpful in clarifying such areas as reasons for specific scope and sequence decisions and content selection. They also were employed in rewriting the rationale to explain the inclusion of the early introduction of some forms of complex concepts into the primary years.

One of the major features of the design received support from Mr. Cuban.

> A main strength of the design is the attempt to give it a "here and now" flavor. Rooting content in the present and dipping back into the past has had positive response in many inner city classrooms. The danger here, of course, is getting dated. (p. 6)

Critique from Mario Fantini

The comments of Mr. Fantini were most supportive of the curriculum design and the rationale. In the opening paragraph of his report, Mr. Fantini stated:

> Before dealing in specifics, we would like to state that this is one of the most forward-looking courses of social studies of its kind that we have seen to date. These courses of study deal with important social issues of our time in a direct, uncompromising manner. (p. 1)

Mr. Fantini cautions that the social system is a more effective source of curriculum than the school. Also, he suggests a more flexible matching of the learner, the teacher, and learning style than was apparent in the FICSS material. (See the revised curriculum rationale for clarification of these points. While the committee format was employed, it was not recommended for all situations. This, however, was not clear in the earlier version of the rationale.)

This evaluator suggests that the FICSS curriculum would function differently with various types of teachers and students.

> We would hypothesize...that the inductively-oriented teacher and student would best fit this curriculum.

This hypothesis deserves additional consideration and testing which must be the province of subsequent studies.

It was pointed out that the very inclusion of the words "inner city" may serve as negative cues for the very population for which this curriculum was designed. Too often in the past, this term has been nothing but a euphemism for a watered-down version of the standard curriculum which was deemed 'too difficult' for inner city youth. Noting that this is not the case with the FICSS curriculum, Mr. Fantini suggests that the potential problem be obviated by designating the curriculum as one for "metropolitan" schools.

Suggestions for implementing the curriculum were also made by this evaluator. Primarily the parents should be informed concerning the content of the FICSS curriculum and asked if they want their children to learn these things.

> Most parents would, we believe, want their children to learn almost all of the content dealt with by FICSS. Once the parents and other community residents agree that the knowledge for their children is worthwhile, then share with them samples of FICSS so that they can get the sense of the FICSS approach. (p. 4.)

All the evaluators were asked to determine if, in their judgment, the FICSS curriculum spoke to the problem of relevance. This reviewer indicated that:

> The FICSS areas of content are relevant on three grounds. First, the curriculum has begun to connect the content with the learner and with the needs of the family, the community, and the society at large. The subjects are very real to the learner and his environments. "Power" has to do with everyone, therefore, such a probing of power is "relevant." Secondly, the curriculum is not antiseptic. It deals straightforwardly with social realities. It may be characterized as interdisciplinary, current, as dealing with social ills, and as offering value clarification opportunities. Thirdly, and perhaps most importantly, it deals with diversity and is not the standard homogenized approach. Considering the perspectives of five minority populations is a much-needed and refreshing contribution.

Amidst the praise, however, the reviewer does point out that from his view FICSS does not sufficiently deal with alternatives that people may select. Dealing with such choices is the essence

of responsible citizenship and a hedge against an explosive build-up of accumulated frustrations. Several suggestions are listed for the inclusion of specific units which would strengthen the overall curriculum design.

Critique from Sterling Tucker

The opening remarks of this reviewer were highly supportive of the work of FICSS.

> The curriculum design, in focusing largely upon the central social, political, and economic issues of the day, should have greater appeal to all youth because it has more relevancy to their lives than the more traditional social studies curriculum. (p. 1.)

Mr. Tucker follows these remarks with a listing of ten particular strengths of the curriculum design, some of which are:

1. Attention to problems of race and cultural difference
2. Interpretive accounts of historical facts. Attention is given to analyzing and interpreting the <u>significance</u> of past and current events.
3. An effort to humanize the social studies curriculum and teach values as well as facts... (p. 1.)

(For the full statement see Appendix K.)

The curriculum design, while basically sound, could be improved by the specific attention to such topics as racism, poverty as a force, and the self-generating nature of the degrading forces of the inner city.

Overall Evaluation of the Curriculum Design

The three reviewers of the curriculum are not in total accord concerning the effectiveness of the curriculum design. In general, however, the predominant view is that the design is vital and does appear to be able to achieve its stated goals.

Evaluating the Units and the Teaching Strategy

Remarks of Larry Cuban

It is difficult, owing to their interrelationships, to separate clearly evaluations of units and the curriculum design. Thus, Mr. Cuban's remarks appear to be a continuation of his concern for the rationale more than the design of the units. In specific units, he suggests areas of content which have been omitted or overem-

phasized. Too, the sequence of a series of units was questioned since they were not well explained in the rationale.

While praising the basic elements of the teaching strategy, Mr. Cuban pointed out that no one strategy is appropriate for all students and all content. (This was clarified in the revised Project rationale.) He becomes very specific in his reference to perticular phases of the strategy and suggests ways in which they can be improved. Too, he suggests that teachers will need help in implementing the committee approach suggested in the units. In fact, the most often referred to problem with the strategy is the necessity for a high level of skill on the part of the teacher.

Remarks of Mr. Fantini

In reviewing specific units, Mr. Fantini points out some inaccuracies and makes suggestions for other improvements. In relation to the teaching strategy, Fantini also cites the apparent over-reliance upon the use of committees. (See revised rationale.)

In summary, Mr. Fantini recommended:

1. Keep the objectives and content but diversify the means in which the student is able to achieve the objectives.
2. Include suggestions for ways of evaluating whether the objectives have been achieved by the student.
3. With such a high-interest course of study, it may be an excellent opportunity to use it as a springboard to get at the basic skills such as reading, writing, arithmetic, etc. (p. 7.)

Remarks of Mr. Tucker

Mr. Tucker observes that some of the units direct the students to retrieving irrelevant factual information. In citing some units he suggests how they may be redirected to reach their target. He found that some of the units, especially in the primary grades, did not coincide closely enough with the design. These he thought ought to be revised.

The instructional strategy utilizing committees was criticized since it appeared that only one group would encounter the problems while another would deal with structure, etc. The reviewer did not indicate whether he thought this might be alleviated during the overview phase of the strategy.

One unit was thought to be presented in a non-objective fashion. (This unit has been rewritten.) The generalizations were thought to be sometimes overdrawn, inaccurate, or merely expressions of opinions.

The utilization of one teaching strategy was again commented upon. The reviewer, however, recognized the ease with which the units could be adapted to various teaching styles. Specific learning or motivational activities were singled out for improvement. Some of the better activities were also noted.

Overall Evaluation of the Units and Teaching Strategy

Many of the units were cited as being well conceived while others were found in need of improvement. Several of the reviewers' suggestions can be employed in making the necessary modifications which would improve unit quality. Deviance from the curriculum design was noted by one of the evaluators who suggested that these units be revised.

The major problem with the teaching strategy is that it is not varied. Many approaches to instruction are called for throughout the curriculum. This, of course, is recognized by the FICSS staff. The reasons for the single design format are more fully explained in the rationale. In brief, the limitation imposed by time was one factor which restricted the development of a variety of approaches. Another factor was that this format allowed for immediate utilization by the unit-style teacher and for easy conversion by teachers wishing to employ other strategies.

Other Sources of Subjective Evaluation

FICSS has been fortunate to have attracted attention from a large number of individuals as well as organizations. In at least two instances, the FICSS Curriculum Design and some of the units were reviewed by two projects.

In the spring of 1971, it was learned that Research for Better Schools, a Philadelphia based educational laboratory, had reviewed available social studies curricula and materials. Based on a set of criteria developed by RBS, five projects were selected as potential sources for possible redevelopment. According to Social Studies Coordinator, Dr. Lillian Russo, FICSS received the highest rating of all the reviewed projects.[1]

A project based at Boulder, Colorado undertook to develop a "Description and Analysis of Political Science Curriculum Materials." Forty-six social studies projects were described and evaluated according to a specified set of criteria. The evaluation indicated that many factors of political socialization were continuously recurring themes in the FICSS curriculum while most of the factors either recurred occasionally or were intensively

[1]Research for Better Schools, 1700 Market Street, Philadelphia, Pennsylvania, 19103

studied for short periods.[2]

The Ohio Civil Rights Commission has taken action to have FICSS reviewed by the Board of Directors for the purpose of making an endorsement. The American Friends Service Committee has taken similar action.

Objective Evaluation

The evaluation of the effectiveness of thirty-two units of instruction spread over thirteen grades encompassing 160 combined weeks of instruction directed by 107 teachers and involving approximately 3210 students is a mammoth task. The evaluation is further complicated since FICSS is concerned with both cognitive and affective goals and since tests appropriate for one grade level need to be redeveloped for use at another.

Not counting initial attempts at test development and validation, FICSS developed 29 unit post-tests, twelve cumulative pre-tests, and ten cumulative post-tests as well as a Picture Attitude Scale (PAS). The unit tests were designed to assess the students' command of the cognitive aspects of the topic before and after instruction. The cumulative tests were designed to learn whether, after exposure to two or more FICSS units, there was a knowledge increment beyond that expected from the study of individual units. The PAS explored students' affect toward social class and race as presented in a series of slides.

The items for the unit tests were written by the Research Assistants and revised by James Gibson, Director of Evaluation, and his Evaluation Assistant, Linda Gibson, who, together, comprised the total evaluation staff. It was their task to attempt to make relevant evaluation based on the stated goals of each unit. If the unit goals were themselves not representative of the unit content or in harmony with the curriculum design, then the resulting test plan would reflect these weaknesses. (The subjective evaluations reported previously in this chapter did cite some units which suffered in these ways.) Once the test plan was devised to be consistent with the stated goals, test items were developed to match the plan. These served as the basis for the evaluation team to develop parallel pre and post-tests for each unit as well as cumulative post-tests.

The PAS was largely the original product of the first Director of Evaluation, Dr. Robert Cullen. This instrument was conceived as a series of slides which would picture blacks and whites of lower and middle class in four parallel settings (school, home,

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[2]Mary Jane Turner, Description and Analysis of Political Science Curriculum Materials, Boulder, Teacher Education in Political Science, University of Colorado, pp. XX-XXII, 35, 35a

recreation, work). Using a modified semantic differential format, the students would indicate their responses to each slide and thus project his attitudes toward race and social class. One of the major features of the PAS was that, with modifications in the answer sheets and directions, it was appropriate for use in all the grades.

Testing was conducted mainly in grades 2-12. The development of tests for the kindergarten and first grade proved so time consuming that it had to be eliminated. By no means should this be interpreted as a devaluation of the importance of these grades. That would be contrary to the FICSS experience which perceived the early years as among the most important in achieving the goals of the Project. This should only be seen as a necessary choice in utilizing limited funds and staff.

Once the tests were developed, the Evaluation Team, and sometimes the Director of Implementation, delivered them to the schools where the teachers involved in pilot testing various FICSS units received instructions concerning the purpose of and directions for administering the tests. Whether or not all the teachers understood the directions is in doubt since some gave their tests either earlier or later than requested or, in the confusion of daily events, forgot them entirely.

Another factor which is related to the evaluation but not directly a part of it has to do with the extent to which teachers were informed about FICSS, its goals, and the teaching strategies that could be employed while using the materials. A very limited number of visits by the Director and some Research Assistants to a few of the teachers trying out the experimental materials was very revealing. In one classroom, a ninth grade teacher was following the suggested strategy never having used it before. He and his class expressed delight with the results. (See Appendix L for an article in the occasional FICSS newsletter, The Social Studies Scene reporting the observation of this class in action.) In one third grade classroom, the teacher was observed showing a filmstrip to the whole class, reading the script and then proceding to another subject-matter discipline. During the filmstrip, the teacher made no attempt to relate the filmstrip to the work of the unit, to make the frames relevant by applications to the life experiences of her class of children, or to invite pupil interaction with the medium and its message.

Yet another source leads one to suspect that there was much to be desired in the way some units were taught. Each of the teachers using the experimental units was to keep a daily log listing the activities and the content utilized with comments about each. The proportion of logs, especially those received from secondary classrooms, which reported the daily use of 'lecture' by the teacher was well beyond 50 per cent. One must question

how effective these teachers were with attaining either the main cognitive or affective goals of FICSS. While the literature calls for a variety of approaches in teaching strategies, and the subjective evaluation cites this as an element of FICSS which needs strengthening, the teachers evidently seem to rely heavily upon one technique whose appropriateness for the inner city is seriously questioned.

The Design of Objective Evaluation Procedures

Due to the vastness of the task of objectively evaluating the results of FICSS in the five school districts and over 100 classrooms, and due to the limitations of financial resources available during funding, some compromises had to be made in the evaluation design. From Table II it can be seen that the PAS was administered previous to and following the utilization of the experimental units at each grade level. (It should be remembered that in some grades there were as many as three experimental units while in others only one, so the pattern did vary somewhat.) Two experimental classes and one control class were included in the evaluation of affective objectives.

A similar design was employed for the evaluation of the cognitive dimension. A pre and post-test was given to one control and two experimental classes to test the cumulative effect of a series of units within a grade level. To gain some information about individual units, post-tests were administered after the implementation of each one. There were neither unit pre-tests not control groups.

TABLE II

EVALUATION DESIGN FOR PROJECT FICSS

						Classrooms Experimental	Control
PICTURE ATTITUDE SCALE (PAS)	O	X_1	X_2	X_3	O	2	1
ACHIEVEMENT TESTS	O	X_1	X_2	X_3	O	2	1
		X_1	O			2	0
			X_2	O			
				X_3	O		

The FICSS evaluation design was one of twenty developed by Dr. Cullen and submitted to the Title III Office for their consideration. Each design had its own price tag. Obviously, the more complete designs were more costly. Thus, the selection of the final

design was a compromise among many factors including the kind of data needed and the funds available.

The design described in Table II has many defects. First, there is no way of assessing either attitudinal or cognitive changes which are brought about as the result of each unit. One might think that post-testing each unit would provide some such data, but without a pre-test there is no way to determine what the students knew prior to instruction. It must be noted that unit evaluations did not have control groups. Thus, there was no way to ascertain baseline information levels and gains which are attributable to the units, as opposed to those which are a function of normal maturation or the acquisition of information from the general school curriculum and communication media.

The design also makes demands upon students which are different from those generally required in the classroom or in evaluation of other experimental materials. Since the cumulative post-test comes after the third unit, the student is required to retain the information from the first unit which, allowing for holidays, etc., he may have studied from four-and-one-half to six months earlier. How effectively such post-testing may evaluate unit effectiveness is open to much question.

One factor should cause the reader to consider the meaning of the objective evaluation data. The limited number of experimental and control groups is a detriment in many ways. First, the factor of teacher variability will play an inordinately large role when dealing with only two replications. In addition, the small numbers of experimental groups forced an inappropriate analysis based on students rather than classroom units. Further, should the units really make a difference, small sample statistics would tend to obscure this. Analyses of the data on the basis of differentiated responses of whites and non-whites would also be handicapped by the small sample since the observed discrepancy would have to be rather large to be significant.

Summaries of Grade Level Findings

Attitudinal and cognitive evaluations were conducted in grade two through twelve. For a variety of reasons, (more fully explained in the formal evaluation report) some of the data are incomplete. Some of the teachers 'forgot' to administer the tests, some of the pupils in either experimental or control classrooms were switched during the course of the school year...

The following grade level evaluation summaries are drawn from portions of the full evaluation report prepared by James Gibson. While the major findings are presented here, the full report deserves to be read since it contains many insights into problems related to evaluation in classrooms with some suggestions of ways to better avoid them.

. Grade One Summary

Although complete Pre-testing of the Cumulative Classes was conducted, subsequent difficulties with the implementation and evaluation of units at Grade One necessitated the elimination of this grade from the F.I.C.S.S. Project Evaluation.

Grade Two Summary

A. Picture Attitude Scale (PAS) For Cumulative Classes:

Pre-test:

1. There was no statistically significant difference between Experimental and Control Classes on Total PAS Score.

2. The PAS subscale interaction for Experimental and Control Classes was not statistically significant.

Difference Scores: Total Score

3. Difference scores (Post-test minus Pre-test) on the Total PAS Score for Experimental and Control Classes were not significantly different.

4. Difference scores on the Total PAS Score for White and Non-White students (Experimental and Control combined) were not significantly different.

5. Difference scores on the Total PAS Score for White and Non-White Experimental and Control Class students (Separately) were not significantly different.

Difference Scores: Interaction Effect

6. The PAS subscale interaction on difference scores for Experimental and Control Classes was not significant.

7. The PAS Subscale interaction on difference scores for White and Non-White Students (Experimental and Control combined) was not significant.

8. The PAS Subscale interaction on difference scores for White and Non-White Experimental and Control Class students (separately) was not significant.

B. Achievement Test Summary

	Pre-Test Mean %	KR-20	Post-test Mean %	KR-20
Cumulative Exp.	37	.25	42	.68
Cumulative Control	38	.11	47	.78
Unit 2.1 Singly			45	.69
Unit 2.2 Singly			54	.52
Unit 2.3 Singly			60	.83

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1. Experimental and Control Classes did not differ significantly in their mean scores on the Achievement Pre-test. The Classes may be considered equivalent in this respect prior to the treatment period, with mean test scores for both the Experimental and Control Classes being only slightly better than chance.

2. Both Experimental and Control Classes obtained higher mean Post-test scores, with the resulting scores not differing significantly from one another.

3. Test reliability for the Achievement Post-test was markedly higher than on the Pre-test for both the Experimental and Control Classes.

4. Mean % correct was generally higher on Achievement Post-test data from units taught singly than from one Achievement Post-test given following the cumulative presentation of all three units.

Grade Three Summary

A. Picture Attitude Scale (Cumulative Classes)

Pre-test:

1. Experimental and Control Classes did not differ significantly on PAS Total Score.

2. PAS subscale interaction for Experimental and Control Classes was statistically significant, with Experimental favoring Lower and Middle Class Blacks and Middle Class Whites, while the Control Class favored Lower Class Whites. This Pre-test difference will be controlled by the use of difference scores in the Pre-test/Post-test analysis.

Difference Scores: Total

3. Experimental and Control Classes differed significantly in their Total PAS difference scores, with Control Classes showing a greater generalized gain in favorability on all PAS subscales, regardless of race or class.

4. White and Non-White students (Experimental and Control combined) did not differ significantly in their PAS Total difference scores.

5. White and Non-White students in Experimental and Control Classes (separately) did not differ significantly on PAS Total difference scores.

Difference Scores: Interaction Effect

6. The PAS subscale interaction on difference scores for Experimental and Control Classes was significant: Experimental Classes showed increases in attitudes toward Lower Class Blacks, and decreases in attitudes toward Middle Class Whites; Control Classes show general increases in attitudes toward all groups, but particularly Lower and Middle Class Blacks, and Middle Class Whites.

7. The PAS subscale interaction on difference scores for White and Non-White students (Experimental and Control combined) was not significant.

8. The PAS subscale interaction on difference scores for White and Non-White students in Experimental and Control Classes (separately), was not significant.

B. Achievement Test Summary

	Pre-test Mean %	KR-20	Post-test Mean %	KR-20
Cumulative Exp.	45	.58	81	.69
Cumulative Control	42	.06	46	.53
Unit 3.1 Singly			46	.50
Unit 3.2 Singly			55	.42
Unit 3.3 Singly			52	.12

1. Experimental and Control Classes did not differ significantly on the Achievement Pre-test.

2. Post-Achievement Test differences between Experimental and Control Classes were highly significant, favoring the Experimental Class.

Grade Four Summary

A. Picture Attitude Scale (Cumulative Classes)

Pre-test:

1. Experimental and Control Classes did not differ significantly on the PAS Total score.

2. The PAS subscale interaction between Experimental and Control Classes was significant, with Experimental Classes favoring Lower Class Whites, while the Control Class favored Lower and Middle Class Blacks and Middle Class Whites on the Pre-test.

Difference Scores: Total Score

3. Experimental and Control Classes differed significantly in their Total PAS difference scores with Experimental Classes showing an overall increase in general attitudes on all scales, while the Control Class showed an overall decrease in their attitudes on all scales.

4. White and Non-White students (Experimental and Control combined) did not differ significantly in their Total PAS difference scores.

5. White and Non-White Experimental and Control students (separately) did not differ significantly on their PAS Total difference scores.

Difference Scores: Interaction Effect

6. The PAS subscale interaction for Experimental and Control Classes was significant: Experimental Classes showed more favorable attitudes toward Middle Class Blacks and Whites and essentially unchanged attitudes toward Lower Class Blacks; the Control Class showed a marked decline in attitudes toward Lower and Middle Class Blacks, while feelings about Lower and Middle Class Whites were essentially unchanged in the Control Class.

7. The PAS subscale interaction for White and Non-White students (Experimental and Control combined) was not significant.

8. The PAS subscale interaction for White and Non-White Experimental and Control students (separately) was also not significant.

B. Achievement Test Summary

	Pre-test Mean %	KR-20	Post-test Mean %	KR-20
Cumulative Exp.	37	.30	42	.44
Cumulative Control	40	-.33	42	.20
Unit 4.1 Singly			56	.65
Unit 4.2 Singly			50	.42

1. Experimental and Control Classes were not significantly different from one another on the Achievement Pre-test.

2. Neither Experimental nor Control Classes showed any marked gain on the Achievement Post-test, although test reliabilities showed overall improvement on the Post-test.

3. Scores for the two units taught singly were better than when the Cumulative Post-test was given following the teaching of both units consecutively.

Grade Five Summary

A. Picture Attitude Scale (Cumulative Classes)

Pre-test:

1. Experimental and Control Classes did not differ significantly on their PAS Total Pre-test scores.

2. The PAS subscale interaction for Experimental and Control Classes on the Pre-test was not significant.

Difference Scores: Total Score

3. Experimental and Control Classes did not differ significantly on their PAS Total difference scores.

4. White and Non-White students (Experimental and Control Classes combined) did not differ significantly in their PAS Total difference scores.

5. White and Non-White Experimental and Control students (separately) did not differ significantly in their PAS Total difference scores.

Difference Scores: Interaction Effect

6. The PAS subscale interaction for Experimental and Control Classes on difference scores was not significant; there was very little shift in attitudes among students in either Experimental or Control Classes.

7. The PAS subscale interaction for White and Non-White students (Experimental and Control combined) was not significant.

8. The PAS subscale interaction for White and Non-White Experimental and Control students (separately) was not significant.

B. Achievement Test Summary

	Pre-test Mean %	KR-20	Post-test Mean %	KR-20
Cumulative Exp.	28	.30	39	.70
Cumulative Control	35	.19	36	.48
Unit 5.1 Singly			23	.10
Unit 5.2 Singly			39	.39
Unit 5.3 Singly			57	.60

1. Experimental and Control Classes did not differ significantly on the Achievement Pre-test.

2. While Experimental Classes show some overall increase in their Post-test scores, Experimental and Control do not differ significantly in their Post-test scores.

3. Marked differences appear in performance on the three units taught separately. The mean score on the Unit 5.1 post-test, from the single-unit classes, was below that expected by chance alone.

C. "Preference for Learning Style" Questions

1. On the Pre-test, Experimental and Control Classes did not differ significantly on any of the five "Learning Style" Questions.

2. On the Post-test, Experimental and Control Classes differed significantly on three of the five questions: Experimental Classes predominately preferred working in committees or small groups after having done so, while the Control Class students showed a clear Post-test preference for teacher-directed learning activities.

D. "Preference for Subject Matter" Questions

1. On the Pre-test, Experimental and Control Classes did not differ significantly on any of the four "Subject Matter" Questions.

2. On the Post-test, even though changes occurred in student responses, Experimental and Control Classes did not differ significantly on any of the four questions. This non-significance was due to the similarity in the shifts in preferences for students in both Experimental and Control Classes.

3. Changes in responses from Pre- to Post-test may be summarized as follows:

   a. Interest in learning more about drug use and the problems related to it increased equally in Experimental Classes where that subject had just been studied, and in the Control Class, where it had not been studied.

   b. Interest in studying the drug problem increased in both Experimental and Control Classes, while interest in studying the issue of air and water pollution, another currently popular topic, declined in both Experimental and Control Classes on the Post-test.

   c. Recommendations for how users of "soft drugs" should be treated remained essentially unchanged in both Experimental and Control Classes from the Pre- to the Post-test, except for a slight increase in the feeling that such drug users "are not different from others and should be treated like anyone." The majority of Experimental and Control students, on both the Pre- and Post tests, felt that soft drug users should be hospitalized and treated as sick people. Very few responses indicated admiration for the drug user.

   d. With respect to treatment of users of hard drugs, the majority of Experimental and Control students, on both the Pre- and Post-tests, favored establishment of treatment centers for addicts, rather than imprisoning them, although a 10% increase was shown on the Post-test in both Experimental and Control Classes in preference for making penalties for drug use more severe. Fewer than 20% of the students (on either the Pre- or Post-test) favored either legalizing the use of hard drugs, or leaving our present drug laws as they are.

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Grade Six Summary

A. Picture Attitude Scale (Cumulative Classes)

1. Because Post-test PAS data for the Control Class at Grade Six was not useable, PAS analysis is confined to Experimental Classes only.

2. On none of the PAS subscales or Total score was there a significant increase from Pre-test to Post-test. No interaction effects were studied.

B. Achievement Test Summary

	Pre-test Mean %	KR-20	Post-test Mean %	KR-20
Cumulative Exp.	24	.20	45	.90
Cumulative Control	23	-.13	33	.67
Unit 6.1 Singly			43	.72
Unit 6.2 Singly			62	.80
Unit 6.3 Singly			49	.37

1. Experimental and Control Classes were not significantly different on the Achievement Pre-test.

2. The Experimental Classes scored significantly higher than the Control Class on the Achievement Post-test, with test reliabilities improving markedly for the Post-test as well.

C. "Preference for Learning Style" Questions

1. On none of the five "Learning Style" Questions were Experimental and Control Classes significantly different in their responses on the Pre-test.

2. On the Post-test, Experimental and Control Classes also did not differ significantly in their responses to the five "Learning Style" questions. Inspection of these responses does, however, reveal that when a shift in preferences did occur, it represented an increased preference among Experimental students for Committee activities, while no such trend was noted among Control Class students.

D. "Preference for Subject Matter" Questions

1. On the Pre-test, Experimental and Control Classes differed significantly on one of the six questions: Experimental Classes preferred the prospect of studying about the "U.S. Involvement in Vietnam", while on the same question, the Control Class preferred studying about the "U.S. Involvement in Cuba".

2. On the Post-test, Experimental and Control Classes did not differ significantly on the above question. In fact, the proportions selecting the two topics mentioned in (1) above exactly reversed for Experimental and Control Classes. The students who had studied the three sixth grade units preferred studying about Cuba, as yet not studied by them. Control Class students showed a Post-test preference for studying about Vietnam.

3. On a similar question, Experimental and Control Classes did differ significantly on the Post-test: Experimental Classes preferred studying about the "Invasion of Cuba", while Control Classes showed a great preference for studying about "the Invasion of Czechoslovakia".

4. On both the Pre- and Post-tests, Experimental and Control Classes showed no particualr preference for how the U.S. should have responded to the 1968 Russian invasion of Czechoslovakia. The study of the 6.3 Unit on Czechoslovakia seems to have had no generalized effect on this attitude.

5. Similarly, study of the Middle East and the Vietnam Units resulted in no clear-cut post-test attitude regarding U.S. foreign policy toward those areas. Middle East policy opinions were essentially unchanged in Experimental Classes; regarding Vietnam, both Experimental and Control Classes showed the following tendencies on the Post-test:

   a. a marked decline in preference for "continuation of the war at its present level until the enemy is defeated";

   b. a slight increase in preference for the "Vietnamization" plan currently in effect;

c. a decrease in Experimental Classes in preference for immediate total troop withdrawal;

d. a marked increase, in both Experimental and Control Classes, in preference for "the use of nuclear weapons to end the war quickly.".

Grade Seven Summary

A. Picture Attitude Scale (Cumulative Classes)

1. For the Grade 7 Control Class, complete Pre- and Post-test PAS data was available only for Non-White students. It was, therefore, necessary to analyze the data differently than for other grades. No interactions were tested.

2. On the Pre-test, the Control Class scored significantly higher than the Experimental Class on the "Middle Class Blacks" Subscale, although both the Experimental and Control Classes had mean scores on this scale near the maximum possible score.

3. On the Post-test, Experimental and Control Classes did not differ significantly on any of the PAS scales.

4. In terms of Pre-test/Post-test change on the PAS, the Control Class did not change significantly on any of the PAS scales. The Experimental Class, however, showed a significant increase on the "Lower Class Blacks" Subscale and in their Total PAS Score. Thus, while increases occurred in the generalized attitudes of Experimental students toward people in general (Total Score), the most marked increase was evidenced toward Lower Class Blacks.

B. Achievement Test Summary

	Pre-test Mean %	KR-20	Post-test Mean %	KR-20
Cumulative Exp.	29	-0.10	30	0.34
Cumulative Control	25	-0.07	30	-0.18
Unit 7.1a Singly			59	0.61
Unit 7.1b Singly			55	0.56
Unit 7.2 Singly			39	0.65

1. Experimental Classes did not differ significantly on the Achievement Pre-test.

2. Experimental and Control Classes changed very little on the Achievement Post-test; test-reliability for the Achievement Post-test for Experimental Classes increased somewhat. Mean scores for Experimental and Control Classes on the Post-test did not differ significantly.

3. Mean test scores and reliabilities for the units taught singly were markedly higher than for tests given following the cumulative teaching of both the units at seventh grade.

C. "Preference for Learning Style" Questions

1. On the Pre-test, Experimental and Control Classes did not differ significantly on any of the five "Learning Style" Questions.

2. No significant differences were found on the Post-test for any of the five questions.

3. There was some preference shown by both Experimental and Control Classes at seventh grade, on both the Pre- and Post-tests, for committee-oriented activities. This preference did not, however, change appreciably as a result of studying the units in a committee fashion by the Experimental Classes.

Grade Eight Summary

A. Picture Attitude Scale (Cumulative Classes)

Pre-test:

1. Experimental and Control Classes did not differ significantly in their PAS Total scores on the Pre-test.

2. The PAS subscale interaction for Experimental and Control Classes on the Pre-test was not significant.

Difference Scores: Total Score

3. Experimental and Control Classes did not differ significantly in their PAS Total difference scores.

4. White and Non-White students (Experimental and Control Classes combined) did differ significantly in their PAS Total difference scores: Non-White students showed a generalized overall increase in favorableness on all the PAS subscales, while White students showed a generalized decline in favorableness on the PAS subscales.

5. White and Non-White Experimental and Control Class students (separately) did not differ significantly in their PAS Total difference scores, however, the finding noted in (4) above is apparently due to a decline in attitudes primarily among Experimental Class White students, as evidenced in this three-way analysis of variance.

Difference Scores: Interaction Effect

6. The PAS subscale interaction for Experimental and Control Classes on difference scores was not significant.

7. The PAS subscale interaction for White and Non-White students (Experimental and Control combined) on difference scores was not significant.

8. The PAS subscale interaction for White and Non-White Experimental and Control Class students (separately) on difference scores was not significant.

B. Achievement Test Summary

	Pre-test Mean %	KR-20	Post-test Mean %	KR-20
Cumulative Exp.	36	.54	38	.64
Cumulative Control	37	.58	38	.63
Unit 8.1 Singly			45	.59
Unit 8.2 Singly			38	.42

1. Experimental and Control Classes did not differ significantly on the Achievement Pre-test.

2. Neither Experimental nor Control Classes showed any appreciable gain on the Achievement Post-test. No significant difference was found between Experimental and Control Classes on the Post-test.

3. Test performance in the single-unit classes was not markedly superior to that shown in the Cumulative Experimental Classes, where the Achievement Post-test was given following the study of both eighth grade units.

C. "Preference for Learning Style" Questions

1. On the Pre-test, there were no significant differences between Experimental and Control Classes on any of the five "Learning Style" Questions.

2. On the Post-test, Experimental and Control Classes differed significantly on two of the five questions: Experimental Classes showed a clear preference for classroom discussion over other teaching strategies, while Control Classes showed a preference for committee or small group activities.

3. It appears that after having had the experience of working in small groups, the Experimental Classes are less favorable toward this teaching orientation, and more enthusiastic about a class duscussion strategy.

D. "Preference for Subject Matter" Questions

1. On the Pre-test, Experimental and Control Classes did not differ significantly on any of the five "Subject Matter" Questions.

2. On the Post-test, Experimental and Control Classes differed significantly on one of the five questions: Experimental Classes showed a marked preference, present on the Pre-test as well, for studying about persons with Black skin (as contrasted with persons with red, white, or yellow skin). At the time of the Post-test, the Experimental Classes had not yet studied the Black History Unit (8.3), which was not to be included in the evaluation. It would appear, therefore, that Experimental Class students were showing increased anticipation for the study of the 8.3 Unit.

3. No other significant Post-test differences between Experimental and Control Classes, or appreciable Pre- to Post-test shifts occurred on the other "Subject Matter" Questions.

Grade Nine Summary

A. Picture Attitude Scale (Cumulative Classes)

Pre-test:

1. Experimental and Control Classes did not differ significantly on the PAS Total Score on the Pre-test.

2. The PAS subscale interaction for Experimental and Control Classes on the Pre-test was not significant.

Difference Scores: Total Score

3. Experimental and Control Classes did not differ significantly in their difference score Total scores.

4. White and Non-White students (Experimental and Control Classes combined) did not differ significantly in their PAS Total scores.

5. White and Non-White Experimental and Control Class students (separately) did not differ significantly in their PAS Total scores.

Difference Scores: Interaction Effect

6. The PAS subscale interaction for Experimental and Control Classes was not significant.

7. The PAS subscale interaction for White and Non-White students (Experimental and Control Classes combined) was not significant.

8. The PAS subscale interaction for White and Non-White Experimental and Control Class students (separately) was not significant.

B. Achievement Test Summary

	Pre-test Mean %	KR-20	Post-test Mean %	KR-20
Cumulative Exp.	41	.44	50	.61
Cumulative Control	30	.28	37	.34
Unit 9.1a Singly			70	.82
Unit 9.1b Singly			65	.79
Unit 9.1c Singly			58	.80

1. On the Pre-test, Experimental and Control Classes differed significantly with Experimental Classes scoring higher than did the Control Class.

2. On the Achievement Post-test, the difference between Experimental and Control Classes was also statistically significant, but the gain shown by Experimental and Control Classes was about equal. The significant Post-test Experimental/Control difference is thus attributable to Pre-test differences, rather than to the treatment effect.

3. For the 9.1 Unit taught singly during three different periods of the school year (and by different teachers and in different classes), test performance and test reliability were consistently quite high. Post-test performance on the 9.1 unit is higher than on any other unit in the entire F.I.C.S.S. Curriculum.

C. "Preference for Learning Style" Questions

1. On the Pre-test, Experimental Classes differed significantly from the Control Class on two of the five questions: the Experimental Classes clearly preferred committee or small group learning activities, while the Control Class preferred teacher directed activities.

2. On the Post-test, Experimental Classes again differed significantly from the Control Class on two of the five "Learning Style" Questions: as on the Pre-test, Experimental Classes preferred committee oriented learning activities, while the Control Class preferred teacher-directed activities. Thus, after exposure to the committee-oriented teaching strategy, the Experimental Class maintained its clearly established preference for it, as compared with other learning styles.

D. "Preference for Subject Matter" Questions

1. On the Pre-test, Experimental and Control Classes did not differ significantly on any of the five "Subject Matter" Questions.

2. On the Post-test, Experimental and Control Classes differed significantly on one of the five questions: Among Experimental Class students, an increase was shown on the Post-test in interest in problems of overpopulation, while the Control Class showed a decline in interest in the study of overpopulation, but showed an increase in their interest in the problem of air pollution.

3. The primary effect of the study of the 9.1 Unit on these preferences among Experimental Class students seems to be a) an increased concern about and interest in the problems of overpopulation, and b) an increase in the feeling that the individual (rather than government, industry, or the news media) has the greatest responsibility for solving the problems of air and water pollution.

4. Even after studying about environmental problems, Experimental Class students were as interested in further study as they had been prior to their exposure to the unit. Control Class students showed considerable interest in studying about environmental problems on both the Pre-test and Post-test as well.

Grade Ten Summary

Because there was not Cumulative Class aspect to the Grade Ten Evaluation, as well as no Achievement Post-test data for Unit 10.2, only the following findings can be summarized for this grade.

Achievement Test Summary

	Post-test Mean %	KR-20
Unit 10.1 Singly	41	.71
Unit 10.3 Singly	43	.74

Grade Eleven Summary

A. Picture Attitude Scale (Cumulative Classes)

Pre-test:

1. Experimental and Control Classes did not differ significantly on their PAS total scores in the Pre-test.

2. The PAS subscale interaction for Experimental and Control Classes was significant on the Pre-test: Experimental Classes showed more favorable attitudes on the "Middle Class Blacks" and the "Middle Class Whites" Subscales; Control Classes showed more favorable attitudes on the "Lower Class Blacks" and "Lower Class Whites" Subscales. The difference score analysis will, however, control for these pre-test differences.

Difference Scores: Total Score

3. Experimental and Control Classes did not differ significantly in their difference scores in the PAS Total score.

4. White and Non-White students (Experimental and Control Classes combined) differed significantly in their PAS Total difference scores: Non-Whites showed a generalized increase in attitudes and on all PAS subscales, but particularly on the "Lower Class Blacks" and "Lower Class Whites" Subscales.

5. White and Non-White Experimental and Control Class students (separately) did not differ in their PAS difference scores on Total score.

Difference Scores: Interaction Effect

6. The PAS subscale interaction for Experimental and Control Classes was not significant.

7. The PAS subscale interaction for White and Non-White students (Experimental and Control Classes combined) was not significant.

8. The PAS subscale interaction for White and Non-White Experimental and Control Class students (separately) was not significant.

B. Achievement Test Summary

	Pre-test Mean %	KR-20	Post-test Mean %	KR-20
Cumulative Exp.	45	.57	65	.81
Cumulative Control	40	.43	50	.82
Unit 11.1 Singly			53	.66
Unit 11.2 Singly			66	.69

1. On the Pre-test, Experimental and Control Classes did not differ significantly in their Achievement test scores.

2. On the Achievement Post-test, Experimental Classes scored significantly higher than the Control Class. The Control Class, it should be noted, did average 50% on the Post-test, even though they did not study the unit for which the test was constructed.

C. "Preference for Learning Style" Questions

1. On the Pre-test, Experimental and Control Classes differed significantly on one of the five "Learning Style" Questions: the tendency was for Control Class students, on the Pre-test, to favor working as a committee or small group on school projects, while Experimental Class students were more undifferentiated in their Pre-test preferences.

2. On the Post-test, Experimental and Control Classes differed significantly again on one of the five questions: the overall trend on the Post-test showed a clear increase among Experimental Class students in their preference for committee-oriented study, while the Control Class showed a consistent decline in preference for the committee approach. The Control Class, instead, showed an increase in their preference for class discussion, as compared to other teaching strategies.

3. It seems clear that following the exposure to the small group or committee oriented teaching strategy, Experimental students at Grade Eleven greatly preferred it to other styles of learning.

Grade Twelve Summary

A. Picture Attitude Scale (Cumulative Classes)

Pre-test:

1. Experimental and Control Classes did not differ significantly on their PAS Pre-test Total scores.

2. The PAS subscale interaction for Experimental and Control Classes on the Pre-test was highly significant: Experimental Classes scored higher on both middle class scales (Blacks and Whites) while the Control Class scored higher on the two lower class scales (Blacks and Whites). These Pre-test differences will be controlled in the difference-score analysis.

Difference Scores: Total Score

3. Experimental and Control Classes did not differ significantly in their PAS difference score Total scores.

4. White and Non-White students (Experimental and Control combined) did not differ significantly in their PAS difference score Total scores.

5. White and Non-White Experimental and Control Class students (separately) did not differ significantly in their PAS difference score Total scores.

Difference Scores: Interaction Effect

6. The PAS subscale interaction for Experimental and Control Classes was not significant.

7. The PAS subscale interaction for White and Non-White students (Experimental and Control Classes combined) was not significant.

8. The PAS subscale interaction for White and Non-White Experimental and Control Class students (separately) was not significant.

B. Achievement Test Summary

Because the Cumulative Achievement Post-test was not given in either Experimental Class, Achievement Test Summary Data is available only for units as taught singly.

	Post-test Mean %	KR-20
Unit 12.1 Singly	40	.75
Unit 12.2 Singly	53	.46
Unit 12.3 Singly	55	.76

Evaluation in Perspective

The evaluation process in curriculum research consists of both formative and summative measures. For a full explanation of formative procedures, the reader will need to refer to the full FICSS evaluation report.[1] Chapter IV has dealt with reporting the findings of the summative research both subjective and objective.

As a result of the subjective evaluations it was learned that the FICSS curriculum and units, in general, were judged highly effective agents for the realization of meaningful curriculum goals for inner city youth in particular as well as all youth functioning in an urban world. Suggestions were made for the improvement of many of the materials. Some of these suggestions have been incorporated into the revised Curriculum Rationale presented in Chapter III. Others will have to be attended to by those who will carry on the uninished work of Project FICSS.

The evaluation design for the collection of objective summative data represented a compromise necessitated by conditions imposed during the negotiations for the final phase of the Project. As such, it is deficient in some aspects which make the data less meaningful than would have been desired. Nevertheless, the objective findings do supply some valuable insights into the effectiveness of the overall curriculum and specific units.

It was observed that at some grade levels, but not all, those students exposed to the FICSS units did significantly better on achievement tests than did those in the control groups. This effect was apparent in grades 3, 6, and 11 which represented one-third of the number of grade levels fully tested. In no grade did the control group achievement exceed that of the experimental group.

Changes in attitudes towards blacks and whites and lower and middle class people were evidenced in the experimental classrooms of grades 3,4 6, and 7. The fact that such changes were not observed at higher grade levels supports the hypothesis that social attitudes are rather well formed by the early adolescent years and amenable to change through the elementary portion of the curriculum.

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[1] Gibson, J. K, and Gibson, L. W., "Final Evaluation Report: 'Focus on Inner City Social Studies'" Title III Curriculum Project. Kent, Ohio: Kent State University, Bureau of Educational Research, 1971 (Mimeo.) Due to its size, the full report of the Project has not been reproduced to be made available on a broad scale. Those who wish to review the limited number of copies of this four volume report may contact one of the following sources: at Kent State Universtiy - 1) Library, 2) Project Director, Melvin Arnoff, 3) Director of Evaluation, James Gibson; at Youngstown, Ohio - Morris Abramovitz, Director of Federal - State Programs, Youngstown Public Schools; at Columbus, Ohio - Richard Dragin, Chief, Title III, Ohio Department of Education.

Of the six grades in which students were asked to express opinions concerning one of four teaching strategies, three showed significant increases in their preference for a committee approach after having been exposed to it (Grades 5, 9, 11). Control classes at two of the six grade levels showed a significant increase in preference for teacher directed activities. From other data it can be inferred that the FICSS curriculum stimulates the desire of the student to want to continue studying topics similar to those he and his class had recently completed.

Evaluation is an expensive procedure but so is curriculum development. Building new curricula is rather easy; building curricula which achieve their intended purposes is extremely difficult but, after all, what curriculum building is supposed to be about. Such responsible designing requires thorough and responsible evaluation. Hopefully, governmental agencies will insist upon adequate funding for the evaluation phases of projects. If the funds are limited, it would be better to evaluate thoroughly a small segment of the program rather than gather many statistics which do not provide sufficient insights into the effects observed and their causes. Through increased attention to and support of competent and complete evaluation curriculum construction can receive valuable input which will better enable it to serve its intended purposes.

Chapter V

THE FUTURE OF FICSS

The literature cited in Chapter I well supported the contention that a K-12 social studies curriculum for the inner city was urgently needed. In the second chapter were reported the essential steps followed and the problems encountered by the FICSS staff as they sought to achieve the Project goals. The construction of the curriculum design and the factor s which were employed to evolve as the Curriculum Rationale are reported in Chapter III. The evaluation of the FICSS products, the Curriculum Design, the Curriculum Rationale, and the Resource Units is the subject of Chapter IV. In that chapter are included both subjective and objective data.

The work of FICSS is, as was indicated in the original proposal, only begun. While 32 units of the curriculum design have been developed, an additional 33 have yet to be written. Sketches for at least eight of these are available to the five participating school districts in the form of Working Papers.

Continued Implementation Plans

Akron

In her 1971 Supervisor's Progress Report to the Superintendent of the Akron Public Schools, Miss Pearl Drews indicated that, as part of the evaluation program, Akron had used FICSS units in grades four, eight, ten, and twelve. Miss Drews reported:

> Participating teachers in Focus on Inner-City Social Studies have recommended using seven of the FICSS units again in eighth, tenth, and twelfth grades. Miss Dorothy Durkin believes both fourth grade units are worth using again.

Canton

Secondary Social Studies Supervisor, Mrs. Helen Malone has indicated that the Canton Schools plan to continue the implementation of some of the FICSS units. At the time of this report, however, the specific plans for the utilization of both elementary and secondary units had not been finalized.

Mansfield

Prior to entering into association with Project FICSS, the

Mansfield Schools had received a Title III grant to support the development of their own social studies curriculum. Like FICSS, they were able to complete only part of the total task within the three-year period. Consequently, Social Studies Supervisor, Lowell Smith and Elementary Principal, Earl Price have indicated that they are adapting several of the FICSS materials to fit their unit format. Several of these units, while not necessarily topically the same as those specified in the Mansfield outline, are sufficiently complementary and consistent to warrant their use. A specific listing of these units was not available at the time this report was developed.

Youngstown

The Youngstown Board of Education has taken firm steps to continue the work of FICSS. They have adopted a proposal which designates three schools, an elementary, a junior high, and a senior high, as pilots for FICSS materials. Thus, they will have the opportunity to investigate the individual and cumulative effects of the units since the pupils of the neighborhood generally attend these three schools. The individual who bears overall responsibility for curriculum development in Youngstown is Robert Peques, Coordinator of Curriculum. Others who have been instrumental in developing this plan are Dr. Morris Abramovitz, Director of Federal-State Programs, Peter Citano, formerly the Director of Implementation for FICSS, and Thomas Calpin, Supervisor of Secondary Social Studies.

Youngstown Diocese

The participating school system which has moved most swiftly into the widespread adaptation of the FICSS curriculum and resource units has been the Youngstown Diocesan Schools. According to a May 18, 1971 monograph from Director of Elementary Curriculum, Sister Bernadine Jansen, no less than ten of the FICSS units have been incorporated into the curriculum of the first six grades. A list of these units includes: 1.2, 2.2, 3.1, 4.1, 4.2, 5.1, 5.2, 6.1, 6.2, 6.3. In addition, the list of materials ordered for the social studies clearly indicates that plans were made to include content areas which appear in the FICSS Curriculum Design but for which units had not been developed.

Work to be Done

As the subjective evaluations revealed and as the FICSS staff was aware, the Curriculum Design, while basically sound, can be improved by the inclusion of additional topics and adjustments in scope and sequence. Some units need additional editing while others will require rewriting which will bring them closer to the original Design specifications.

While the Design defines the units of instruction, only half of these have been developed, classroom tested, and revised. The remaining resource units need to be created in a similar fashion. The Working Papers provide some aid in this task.

When designing instructional kits to implement the units, one of the major problems was finding appropriate materials. Many of the topics in the FICSS curriculum are current issues. For some strange reason, materials on issues seem to be written chiefly for students in the upper grades as if prevailing social studies curricula allow for or could even accomodate the study of all of them in the high school years. Since the issues are complicated, they were introduced early in the FICSS curriculum. The necessary supporting materials have been difficult to find.

If FICSS is to become a vital curriculum implemented in the schools, the essential materials must be developed via commercial channels. At the time of the preparation of this report the Director is actively exploring publication ventures with various publishers. These efforts will be aimed at developing the student materials necessary to supply the FICSS curriculum or, at the very least, to enrich current social studies programs.

Another area in which there is work to be done is with teacher education. The materials to teach most of the units are generally available. For the other units they can be developed by excerpting articles and segments from various resources. What, then, will be the effect of the units on pupils? The results of the FICSS experience underscore the need to develop teachers who are able to articulate the curriculum goals and are able to devise strategies to attain them. The lecture technique still seems to be a most common instructional mode. The teacher's allegiance to a social science discipline may be dysfunctional in the light of curriculum goals and the learning styles of youth, especially those of the inner city. How aware is the teacher of his own values and biases? Does he have the desire and the techniques necessary to develop value clarification? Does he recognize the importance of latent values?

The FICSS curriculum provides a rich field for nurturing meaningful curriculum research. The FICSS evaluation raised as many questions as it answered. Among the many deserving investigation are:

1. Are children (especially in the primary grades) able to grasp the concepts called for in the curriculum design? under what conditions? with what kinds of teacher behaviors?
2. Are there interactions among variables which would become apparent with samples larger than those employed by FICSS?

3. Are certain units made more effective by modifications of teaching strategies? with what students? with what teachers?

4. What are the long-range cumulative effects which accrue from experiencing the FICSS curriculum over periods of three years or longer?

Many other potential areas of investigation exist and invite the curious researcher. (For a fuller discussion of the research possibilities, see the final evaluation report of Project FICSS.)

Perhaps the major work yet undone is disseminating information about Project FICSS. Certainly, the description of the process of curriculum design, plagued and blessed as it was, can aid curriculum developers in identifying promising practices and avoiding potential pitfalls. Too, if the logic of the process or the Curriculum Rationale is faulty, this should be reported so that others need not make similar mistakes. On the other hand, if the work of FICSS does serve some valuable ends, then schools need to be informed of its potential.

Epilogue

FICSS has been a labor of love. As such, it has been demanding of attention beyond the normal working hours. But this attention has not been given grudgingly because the purposes of FICSS were believed in. So much energy by so many beyond the call of duty is what has made FICSS what it has become. Hopefully, those associated with FICSS will see their work become a positive force for meaningful change in social studies instruction.

APPENDIX A

Selected Logs of

A Week In the Inner City

DAILY LOG OF FIELD WORK IN YOUNGSTOWN

Anne Marie Reis

Monday, July 8

At 9:00 the teachers working in the Youngstown area met at Hillman School for a meeting during which we discussed the type of experience we wanted and felt we needed to help us in our task of writing a meaningful curriculum in the field of social studies. Mr. Mike Leyden was a very warm host and the feeling of a good intercommunication among the teachers was apparent. The Youngstown City school teachers and Diocesan teachers from that moment merged and became the Youngstown contingent representatives for the project.

At the meeting we decided that we would stay with the Community Action Centers for two and a half days and Anne Martin and Sister Frances would make other contacts for experience on Thursday and Friday. These two ladies did a wonderful job of arranging for fruitful activities and deserve a great deal of credit.

At 10:30 we met at the CAP Center and were briefed by each center representative as to the services available at each base and were made welcome by James Oliver who impressed me very much by his sincerity and positive approach to the problems faced at the center and in other areas. Sister Mary Rita and I chose to work out of the Eastside Community Action Center. I chose this center for several reasons, one was because the leader of this center, Hank Williams, impressed me both with his remarks at our meeting on Friday and Monday. Also, Mr. Williams explained at our briefing that the Eastside population in the target area is one-third black, one-third Puerto Rican and one-third white and I was interested in working in an area which would give me the opportunity of seeing the poor of each of these segments of our society.

At 1:00 we went to the ESAC Center and attended a staff meeting conducted by Mr. Willians. We were introduced to the members of the staff and then made a tour of the center with Mrs. Carey Charity who is a very dynamic person and whose enthusiasm and positive approach to life and its problems is contageous.

We then sat in on a job interview conducted by Mr. Howard, the Ohio State Employment representative at the center. The gentleman interviewed was classified by Mr. Howard as a "hard core" individual. There were several impediments to his getting the kind of job he was seeking such as lack of a diploma, no driver's license and no means of transportation.

Our next experience was a discussion with Deacon Jones, an elderly man who has taken on the responsibility of providing meaningful and enjoyable activities for the Senior Citizens in the target area.

We then visited the Neighborhood Improvement Center and talked with Mr. Gillam. Then it was home for supper.

At 7:30 we attended the opening of the Teenage Lounge to serve youngsters ages 15-19 on the Eastside. The teenagers were very happy in the opening of the lounge and enjoyed the dancing freely. The police junior cadets were present and did a very fine job in their new respected self-image. We were so fascinated and impressed that we stayed almost till closing.

Tuesday, July 9

When we reported to the center on Tuesday, there were police cadets who needed rides to their jobs so we drove them to Harrison School Day Camp and Playground. Mrs. Charity accompanied us and then showed us some of the Eastside neighborhood. We saw the Head-start Program at Harrison school and also the Spark Summer Program which is similar to Headstart but deals with intermediate grade children.

When we returned to the center we spent some time observing the Adult Education Program in progress, talking to the teacher and working with the students who ranged in age from 13 to 67. The teacher explained to us that many of her students were in class in order to be able to collect their welfare checks but there were some who were sincerely interested in getting an education in order to qualify for better jobs and to better themselves personally.

In the afternoon we spent time visiting with the president of the Block Club of the neighborhood and in visiting the people in order to encourage them to attend the meeting. The purpose of this particular meeting was to plan a neighborhood picnic for the children. Most parents seemed interested though the meeting was not well attended. We toured the neighborhood and saw several houses which have been condemned but are still standing and are used as play areas by the children. The supervisor explained to us the problems involved in getting these houses demolished. It seems that the city demolitionists take their time in getting to the poor neighborhoods and of course there is the problem of locating and getting permission from the present owners.

Our next experience was a discussion with Mrs. Sachs, the center's main Social Worker. She talked about the dominant influence of the male in the Puerto Rican home, often carried to such extremes that the husband beats the wife as an accepted practice. This makes for poor mental and emotional health on the part of the Puerto Rican mother. Mrs. Sachs also told us of the case of a thirteen year old girl in the area known as "little mama". She is a prostitute and has been for at least a year. She has been on the police pick-up list for six months, and while we were at the center the case-worker called the police three times to tell them where she was. There was no action on the part of the police.

Wednesday, July 10

On Wednesday we again worked with Mrs. Sachs but this time we went with her to the homes she services. Our first stop was to apartment houses known as the Murdock flats. The living conditions of these buildings are subhuman. We visited several people who live there and toured the flat. In all of the flats there are no screens and since the windows are ground level, the windows cannot be opened because of rats the size of cats. There were holes around bathtubs through which rats also visited the flat. The rent for this dwelling ranged from $35 a month to $60 a month. From October to May the gas bill for heating would be from $45 to $70 a month. Since most of the tenants of this building were on some type of welfare, they did not have the money to pay this bill. It was my reaction that this was a case where the tenants should be permitted to withhold the rent until the landlord brought the homes up to human standards. I was angered by the living conditions, knowing that a wealthy landowner was responsible for them and our laws protected him.

After touring the flats, we visited a large family on the same street. In this home there were eleven children and a mother. The father works at the mills but does not support the family. One child was supposed to be in the Headstart program but did not have clothes to wear to school. Mrs. Sachs took the two youngest children with her to her own home and got them clothes and shoes to wear to school. We picked up another woman on the way to Mrs. Sachs' home and took her to purchase Food Stamps at the bank. This woman's allotment was $24 worth of stamps for which she paid $18.

We took the two young children to lunch and for a ride and I was very impressed by their simple enjoyment and the awe and surprise of experiences most of us would consider common for any child this age.

On Wednesday afternoon, we visited the Manpower class being conducted by Mr. Gray from the Employment Center. The class was attended only by women and when I asked about this, Mr. Gray said they have had difficulty getting men to attend the course regularly because the material, though essential, seems elementary.

Before leaving the center, we went again to talk with Mrs. Sachs and while talking with her, a phone call came in saying that the woman we had been with all morning had been jumped in the hallway of her flat. Mrs. Sachs asked her to come right over. She had been hit in the face for no apparent reason and we thought possibly the man responsible was after the food stamps. Mrs. Sachs also explained it could have been a personal feud between the two. She said children are exposed to this kind of incident daily and even more often. Sometimes the injuries are much worse and the psychological scar much deeper.

Thursday, July 11

On Thursday the Youngstown Diocese teacher contingent met again at Hillman school to share our experience and receive information as to the opportunities open to us for experience on Thursday and Friday. Sister Rita, Donna and I went to the Youth Employment Center and talked with Mr. Fisher who saw a real need for meaningful guidance in our schools which is not college centered or oriented but which guides the student at a young age into experiences and opportunities that will help him form a realistic concept of what he can do or become.

At noon on Thursday, we had lunch with the Home-School Visitors and discussed the purpose of their services and the purpose of our study. Thursday afternoon I went with Mrs. Carrodo on visits to the home of children who have had difficulty within the school. We visited three homes, were received with open arms and were told of the problems as viewed by the student and parent.

Friday, July 12

Friday I visited the Welfare Department and went on home visitation with a case worker. We went to the home of a woman who was 59 years old and up until April had worked at the Welfare Agency. She then had to go to the hospital for surgery and while she was gone, the requirements for her job were upgraded and she was terminated from the payroll. She was now applying for welfare and it took a great deal of humility on her part to do this. Before we left her home, we placed an emergency food order to be delivered since her refrigerator was empty. This was the case of a woman who wanted to work very badly but could not be placed.

On Friday afternoon, I went with Donna and Mrs Carrodo to Court in the Juvenile Division. The case was fairly simple. The Welfare Agency was asking for custody of a boy on the grounds that the father was not able to care for him. I was impressed by the fact that when the judge asked the father if he objected to the welfare agency taking the boy, he simply said "no" and walked out.

Summary

It is impossible for me to write all of my personal reactions to my experiences in the Inner City this week. I would say that the experience was invaluable and very necessary for one who would undertake the task we have in mind. I cannot say I was shocked but I can say I experienced a good deal of empathy for the people who find themselves in the web of poverty and the injustice of prejudice. I still believe in the glimmer of hope our teachers can engender but my belief that our task is monumental has been proven to me. We best start with ourselves as educators of the future generation, wherein lies our only hope.

DAILY LOG OF FIELD WORK IN AKRON

Pearl Drews

Monday, July 8

At 9:30 A.M. I visited the East Akron Y.M.C.A. and received instructions from Mr. Fisher and Mr. Neal.

At 11:00 I reported to the West Akron Y.M.C.A., my place of assignment. I talked with the director, Mr. Mlash. The problem at this branch Y is to achieve an integrated program. The community program is largely white; the building program is largely black. Since the neighborhood around the building has become largely a black residential area and because of recent break-ins, whites are reluctant to come to the building. How to overcome this reluctance?

At 1:30 I talked with Rev. Mr. Bright, pastor at a nearby white church, as arranged by Mr. Mlash. The minister was instrumental in organizing the West Side Neighbors (WSN). The purpose is to stabilize the neighborhood on both sides of Copley Road by encouraging whites to stay after blacks move in and also to place white families in homes in the area.

The minister sees the basic problem to be white racist attitudes on the part of those who wish to avoid contact with blacks. Another problem is that of blacks moving into formerly all-white neighborhoods sometimes have culturally impoverished backgrounds which shows itself in lack of care for property. Do white neighbors resign themselves to putting up with this, or do they try to get blacks to accept higher standards?

How to keep an open mind on variations in cultural backgrounds?

At 3:00 I talked with Mrs. Schmidt, publicity chairman for the West Side Neighbors. She is encouraging white teenagers to participate in the program of the West Akron Y. They say they are scared of fights with blacks; therefore, Mrs. Schmidt is hoping for parent-chaperoned dances. Youngsters mix in school in activities of mutual interest. After school, Negro parents are afraid to allow daughters out alone, because they are afraid white boys will take advantage of them. During the summer vacation, there is no program to bring white and black teenagers together. How do you get youngsters to trust each other?

At 7:30 P.M. I attended a meeting at a West Side church. Mrs. Schmidt explained the WSN program and recruited workers to form block clubs to promote interest in WSN program and in a sense of community.

Tuesday, July 9

At 9:00 A.M. there was a meeting of team leaders in Kent.

At 11:30 A.M. there was a meeting in Akron with Mr. Alexander Adams, director of the Summer Enrichment Program for CAC. Mr. Adams took me to the Lane-Wooster Center. A few youngsters were serving, and some were apparently in a kind of reading or writing program. Older boys were just "hanging around" because teachers hadn't appeared for Negro history class. We also inspected a possible new site for the center in a church taken over by the city until it is torn down for an Urban Renewal project.

Lunch at a Wooster Ave. restaurant in ghetto area. Mr. Adams talked about what he thought all youngsters need: 1)the material things like shoes and coats; 2) a sense of worth; 3) lots of love, particularly in the form of a father image.

At 1:30 P.M. I visited Community Service Center (Urban League), but youngsters in their building program away on a camping trip.

At 2:00 P.M., visited East Akron Center at Bethel Baptist Church. Observed classes in sewing, typing and reading. Sat in on a "charm" or self-improvement class. Mr. Adams agreed to my observation that young women in the class probably would not accept guidance from a white teacher, even though advice would probly be the same. Sample advice: "Hold up your heads. Your faces are lovely flowers. Keep the stem erect. Then the flowers can be seen." Music teacher, who was also visiting, pointed out that a black girl had recently won a state beauty contest. Her advice was that, since more and more opportunities are opening up for black women, they should prepare themselves to be ready when their chances come.

At 3:00 P.M. I visited Howard Street bar with Mr. Adams. He talked about ghetto morality:

> Why spend money on a home you don't own? Why not spend money on your own appearance to improve your image which <u>does</u> belong to you?
> Why not accept welfare? If society cannot provide a job or offers a job at wages below welfare, what else for survival?
> Why not prostitution? It's a way of earning money in a society that values money more than anything.

At 4:00 P.M. I talked with Mr. Hurd of STRIDE. Appointment with his staff for Thursday.

Wednesday, July 10

At 9:00 A.M. West Akron youngsters came for a day-long program. Played games provided at the desk. Some handicrafts. About 20 youngsters finally arrived; most of them were black.

At 12:00 I tried to see Rev. Morgan, but he was out of town. Then went to Board of Education building. Mr. Friedman offered to show FICSS group a transparency program he has prepared on the mobility of Akron's population as related to problems of poverty and race and their effect on schools. Attendance officer suggested more use of illustrated books for poor readers; this comment based on success of new football rule books.

At 2:30 P.M. I talked with Bert Robinson at the Juvenile Court Center. One part of the problem for the inner city youngsters is the fragmentation of his world into three: The world as he finds it in his home environment, the world as he would like to have it, and the world of the school. The three are separate, and the youngsters find it impossible to relate school offerings to the other two.

Another part of the problem for poverty youngsters is parent lack of regard for school and parent inability to realize increasing need for schooling. Consequently, youngster rejects school but finds upon leaving school that the world of work expects certain knowledge and skills which he has not acquired even though he has a high school diploma.

Query: Would it help to give parents such information on employment outlook as: decreasing need for industrial workers and increasing need for service-type employees who need school-acquired knowledge and skills. Answer: It would help tremendously but there is prejudice against white collar workers as being part of the "establishment" which is resented.

Mr. Robinson was interested in a curriculum with information about taking local political action to effect community improvements, cities and their needs, personal economics.

However, he said it is important that teachers recognize the value of every individual, no matter how poor, and show this in their attitudes. Eventually, he concluded, youngsters need knowledge they can internalize and relate to what they know the world is really like.

At 6:00 P.M. group meeting was held with the community hosts at the Howard Street bar and East Market restaurant.

Thursday, July 11

At 9:00 A.M. I talked with Mr. David J. Wilson, special services coordinator for STRIDE. He attempts to place drop-outs in temporary jobs, where they can get motivation for going back to school or acquire skills for permanent employment.

For dealing with potential drop-outs, Mr. Wilson suggested that teachers need to like people. They also need tolerance for lack of self-discipline to conform to school routine. Maybe the solution is a unified program with small groups to begin by working on ad-

justment to punctuality, attendance, etc. This grouping must be done in such a way that stigma is not attached.

In elementary schools, the need is for all youngsters to have opportunity for exposure to accelerated or enriched programs. Also, the less motivated youngsters need the competition of the more motivated in all schools for stimulation of effort toward scholastic achievement. He liked the idea of studying about cities and their needs.

At 1:30 P.M. I talked with the counselor at the Bureau of Employment Services. Some of his comments follow:

> To get into apprentice programs, a college-type course is necessary as background. Applicant must demonstrate knowledge of math and science and work skills. Some Negroes are accepted, but every possible opportunity is used as an excuse to say "not qualified". Government contract quotas may change this.
>
> It is true that the main idea in school should be to learn how to learn, because repeated retraining for new jobs will occur in adult life.
>
> If vocational counselors don't have time for an adequate job of advising, then up-to-date, realistic information needs to be available as early as possible in the curriculum so that youngsters can plan courses for job preparation. Employers want to know what kind of job is desired by the applicant and what school work contributes to his eligibility.
>
> All youngsters need counseling about creating a favorable impression in job interviews, how to fill out an application form, how to take tests.

At 7:30 P.M. we heard talks about black power at Martin Luther King Center. Will not give details here, because the entire FICSS group will hear one of the speakers on July 18.

Friday, July 12

At 10:00 A.M. we talked with Mrs. Crawford at Lane-Douglas CAC. She described the work of the Center. First, a house-to-house survey of the area was made to find out people's needs. Staff members now work on welfare, housing, employment, personnel services. An adult education program is carried on. Relations with local schools and PTA reported very good, especially with the nearest elementary school, where the principal is "very cooperative".

At 11:00 A.M. talk with Mrs. Diane Knepper, education specialist with STRIDE. She summed up her philosophy:

1. Survival of the total society without revolution
2. Against separation (against blacks trying to build up superior identity based on hatred of whites). Place

Negro teachers outside ghetto. Place in ghetto young, vigorous, intelligent white teachers who don't feel guilty and who will teach hatred of stupidity.

3. Teach sociology and psychology for analysis of feelings. Also pour it on in math and reading skills without sympathy and with constant tests.

At 1:00 P.M. we visited the County Welfare office. Only two of approximately twenty persons waiting for help were black. Noted that individuals seated themselves apart from others. No conversation, except where mother and grandmother had come together. Persons seeking help were called by number, not name.

At 3:00 P.M. the final meeting of the Akron Group at East Akron Y.M.C.A. Of community hosts, only Mr. Green from East Akron Community House was present. Members of group summarized their experiences for Mr. Green.

DAILY LOG OF FIELD WORK IN CAMPBELL

Donna Smyczynski

Campbell Schools
$700.00 per student for education
1/3 of pupils go to college but all do not finish

Not many transient students in Campbell. Many people here own their own homes.

Suggestions:

1. Guidance Counselors in Primary Grades
2. I.Q. scores given out too frequently
3. Need of smaller classes
4. Negro History brought into Social Studies Program
5. Parents (trained and paid for services) helping teachers in classroom

Center's Program

1. Day Camp
2. G.E.D. Classes
3. Reading Program (Sr. Jerome and high school students)
4. English taught to Puerto Ricans
5. Adult Education Classes (Campbell schools and adult Education Classes at Centers)
6. Well-Baby Clinic (Doctors, Nurses, Dentists, Volunteer Work)
7. Employment (Qualified person comes to center for interviews for jobs. Mr. Jones is with Ohio State Employment Center 1-5 every day.)
8. Tuesday (a.m.)--Food Stamp Program
9. Welfare Department
10. Credit Union
11. Used Clothing Store

I spent today becoming familiar with SCAL. I was very surprised to hear of all the services the center offers. Everyone was very kind to me and willing to help in any way possible.

Today I met the leaders of the various centers in Youngstown. I wasn't aware of all the help the centers gave to our community. I was also surprised when I realized how people didn't know of these Centers or how to go about getting help for their particular need.

I worked out of SCAL in Campbell, Ohio. Everyone there was very much interested in our project and wanted to help me in every way possible.

It impressed me to think of how I was helped to better under-

stand this community. A communication was now opened between black and white. Communication at SCAL is not completely open between the community because there are a large number of Spanish-speaking people in the community.

I felt great and wonderful being accepted by the black people of this community. I stopped and thought how wonderful it would be and what it would mean to the black person to be accepted into the white community with dignity and pride. He is a person just as any white person. The greatest need is the problem of the White!

Food Stamps

1. Purpose: Make it possible for low-income families to buy a larger quantity and more varieties of food, thus improving their health by eating more nutritional foods
2. Based on income
   Family receives $125 a month
   $20 spent for food stamps
   $6 bonus given by government
   1/3 more stamps at no additional cost to family
3. Family may purchase only food with this money. No paper products. No soap!
4. 1,000-1,500 people not buying the Food Stamps
   1,600-1,800 people purchase stamps
   2,500-3,000 elegible to buy
5. Example: 4 in family receives $90 month
   $60 rent--Welfare pays
   $20 utilities
   $103 left for Food and Clothing
   $86 Food Stamps--Cost of $56 to family
   Can't pay Food Bill that was charged with Food Stamps
6. Food Stamps can be used at most stores--Used as cash
7. Milk Bill can be paid with Food Stamps
8. No application needed
   a. Welfare
   b. Low Income Family
   c. Social Security
   d. Pension
9. Amount set up by number of people in household--Actual number of people sitting down to eat at table
10. Pension can be over the amount which qualifies for food stamps but valid deductions can be made. Hospitalization--Medicare can still qualify for the Food Stamps
11. Food Stamps are usually purchased on first of the month or they can buy the way their income comes in.

Interview with Mrs. Owens (Campbell)

a. Retired cook for the schools
b. Active NAACP member--very active in PTA and Civic groups
c. Feels integrated books should be used in Campbell schools
d. Feels more Negro teachers are needed--Not too many in schools

e. Men teachers are too hard on the children--discipline cases at schools where teachers had struck children--Says teachers don't understand the children--Should be a more careful screening process before person goes to teach in inner city
f. Much need of Negro History in schools
g. Too much violence on TV. Feels children watch too much TV and pick up many ideas here
h. Mrs. Owens had to relocate because of Urban Renewal. Bought a house for $11,500 but house was worth only $8,000
i. Many of her friends had to go into debt of buying a home because of Urban Renewal
j. All she wants is to be proud of her culture and know children are being educated in the best way possible. She does all she can to help the community.

Project

1. Case worker at SCAL wants to purchase some condemned houses from city for $1
2. She has the Manpower to fix these houses up and the rent which is charged will go towards buying these materials to fix the houses.
3. It will cost about $500 to level these houses--Case worker went to see the mayor about purchase
4. I saw three of these houses fixed up--Very beautiful! Very worthwhile project. Project would give families a place to live and also give many men some jobs. I hope to do a follow-up on this project.

Interview wtih Mrs. Wells

a. 7 children in family (oldest 13) no father
b. 4 children illigitimate--when she did marry, husband died
c. Home was in very poor condition before welfare stepped in
   1. no heat
   2. hot water pipes froze
   3. no food - clothing
   4. children were dirty so she won't send them to school
   5. opposed to anyone from the school coming to home--Won't let them in
   6. Used tubs for toilets
   7. keep dogs in upstairs of house

Welfare helped her get furniture, etc., for house. Really looked good. She said it was a palace for her now. At the time of all her trouble she became very depressed and didn't care about the children. The children were taken away from her from about February and returned to her about June 10. She takes in washing and ironing to help with the income. She really wants to do something or work at some job to help get money.

Mrs. Wells wasn't too happy to talk to us because everything was fine and happy with her. The reason she wasn't too open with

me and the social worker was she had a boy friend in the next room which she didn't want us to know about. She was pleasant and told me everything was wonderful. The schools and teachers were great! Everything was great! The Social Worker said this attitude will continue until she meets again another problem she can't cope with. She told me she wants the children to stay in school and learn. I did meet two of her sons. One was 4 and the other 5. They had just returned from HEAD START. They go everyday and she takes them and goes for them.

Native Son Book Store

I went next with the Case Worker to a Negro Book Store in downtown Youngstown. The store was started to better inform the black public of their culture and history of their people. They have books here from about 3rd grade to college material. There are many interesting books here which should be in our classrooms.

On Tuesday afternoon we went over to the North Side Action Center. I talked with a Miss R. Carter and a woman who was applying for a Credit Loan.

Interview with Miss Carter

1. Cast System should be out of schools
2. More individual attention given to each child
3. School Records against children. CASE--Young man from Rayen was expelled--no previous record. He tried to get into several schools but was expelled after records were received. Spent two weeks at Berkly School in Virginia but was expelled when records were received. The Case Worker was told by school that boy couldn't achieve because he had a 69-70 I.Q. Labeled as can't learn so don't motivate! This boy wanted to go into R. O. T. C. at Youngstown. The case worker helped this young man write a letter to R. O. T. C. and ask that they don't send for his records from high school because of the failure of the schools to guide him. Said he would do his best if accepted. He studied two books which he got from the Library before he took the test. He placed third highest on the test (69-70 I.Q.??) He is doing very well now. Very happy in what he is doing. He came home on leave a few weeks and came to the center to talk to the workers to tell them how happy he is and to thank them for all they had done for him!

I also talked with a mother who was applying for a Credit Union Loan. She was very upset because her son was having trouble in school. (Teacher was supposed to have told the other children in the class that this boy was in the detention home. The mother claims her son was not near a detention home let alone in one!) She tried to get him into summer school. But after two days there the teacher told him to get a library card and read rather than go to summer school. The mother said her son wanted to go to school and is very disappointed. She said she should have gone to the

Board of Education about this but didn't. The mother is very worried about her children because of the cycle they are in. She has been trained for many jobs but can't get work. She is on A.D.C. Her 18 year old daughter had a child out of wedlock and is also on welfare. Two generations on welfare. In many families this same story is repeated over and over again.

Another young girl (college age) whom I talked to was very bitter and learned to hate. She has been a bookkeeper for two years. She had gone to college and completed 15 semester hours of work. Her father was killed in the steel mill. She wants a steady job very badly. She went on interview after interview but was refused many jobs. She took many tests (she knew she had passed many of these) but did her no good. She went to apply at the mill where her father worked. They gave her only the run around! She doesn't trust whites anymore. She has tried but it has done her no good. "What's the sense of working so hard for an education when you know you can't do anything with it?"

Miss Carter showed me a diploma from I.B.M. school with a grade of 95%, but she as yet has not earned one dime here with her training.

My Comments

1. Everyone I spoke to today does not want things handed to them. They want to work and are willing to work. All they want is the same opportunity the white person has.
2. Education is very important to them. They want quality education for their children. They want teachers who are interested in them. Motivate the children. They have had so many disappointments in life, they don't know who or what to believe anymore.
3. They begged and pleaded with me to please take an interest in their children. Help the children to know who they are and give them something to look foreward to in life. Don't prepare them to be unemployed. Find good and stress this good in them. Many of the parents know their children could do better if only they would be made to try harder.

Also, those I talked to felt that first the churches must start to instill a deeper meaning of love in families. Then the education must start with the parents themselves. If a child can learn about himself and the history of his people he will bring his ideas home to his family and hope this will rub off on the parents.

All the mothers I talked to today had no fathers in the family. They had to be both mother and father to the children. They know and realize this is a "big problem" and also the main reason for all their other problems.

The reaction I received this day was the people living on wel-

fare really wanted to work. They couldn't get a job because of one thing or another. All hope was lost. When one tries and tries what is left but hate and despair? Yet everyone I spoke with wants their children to get a good education, the best possible, and they will go on hoping for their children.

The people begged and pleaded with me to please take an interest in their children. Help the child realize who he is and help him to have something to look foreward to in life. Stop training them to be unemployed. Teach them they are someone and beautiful. When I heard this I want to be involved. I want to help. We must try to open the door to the children (black and white) and help them get all the way in.

Discussion with aides at SCAL Center.

1. Outreach worker
   a. Learn area--go into homes and most are willing to talk. Learn problems from talking with them. After they learn what is available with them, they will come to seek help.
2. How do people accept aides? Aides have been assigned to areas in which they lived. Can relate easier to problems of families.
3. Education--not too much mention of this from the parents. Very "touchy" subject to tell parents how to educate their children.
4. Aides find out condition of home and find ways to help restore the home--Building Inspector will help the aides. Often they will go to the Landlords to fix their apartments and homes.
5. Younger people in Campbell are not too involved in Civil Rights. They either go to Army when finished high school or move out of the city.
6. School System
   a. Where one lives determines the school they go to
   b. City has rezoned--Kirwan Homes. Zoning has been forced upon the Project Group. They are forced to go to the two schools in the area.
   c. People didn't like it and only they voiced it (the problem) among themselves.

      4 Elementary Schools
      No Junior High
      1 High School

   Idea was proposed to have only 2 grades in each school. A child would attend all four elementary schools before attending the high school. Couldn't do anything with the idea. City won't accept. Classes would be about 20-25 pupils in a class. Parents lost interest in problem because they were discouraged. P.T.A.--People felt they were only sitting there and had no voice in P.T.A. It only gets to one group--Not the parents of the children who have

problems in the schools. "Middle Class Group" rules!!!! People feel inadequate.

Gripes against School System. People who are known to school have no gripes. "Hard Core" attend meetings but have nothing to say. Only about 5 fluent people were there. "Hard Core" listens to gripes then cuts down the people who gripe.

Must gain confidence of community.

Education of teachers and all parents not just a select group. People must be made to feel comfortable. Problem isn't really in the inner city--it is with the Whites! Problem with the White Community pressing the Black Community. White man not willing to give black what is due him.

Spanish is a problem because of language barrier. Puerto Ricans usually come to center because of an emergency. Food - Clothing - Utilities shut off. Most Puerto Ricans' problem is a drinking problem. Father tries to maintain two homes. Doesn't bring home all his pay. Puerto Rican hasn't become Americanized. Spanish-speaking people--The Male Dominates! Can't hold the minority group. No Spanish-speaking teacher in Schools.

No one in Campbell School System in which Negro or Puerto Rican child can relate to! Children need an individual whom they can relate to so that they can have a sense of pride!

Students are not trained enough to go out and get a job.

Course in high school for tests for employment purposes.

Home-Visitation should be part of our system. Teacher should visit the home. This shows a real interest in the child. Teacher could better prepare for discussion about child.

Afternoon, Went on a Home Visit With Case Worker

1. Living conditions very poor.
2. Mother had kitchen furniture outside of apartment. New floor was being put in kitchen. Very few things for kitchen. Very dirty.
3. Mother satisfied with school situation in Campbell because her children were doing well in school. Daughter (12 or 13) was attending a Reading Program this summer. Mother wants children to get all the education she needs.
   Son out of high school working this summer to save money to attend Youngstown University. He wants to take up chemistry in school. (Mother was not too talkative--she answered only the questions that we asked her. I don't know if there was a father in the home or not. No mention of a father.)

Another home visit. Mother had 4 or 6 children. House very shabby and dirty. TV set was on. I couldn't help but notice a new blue telephone in the home. Two of her children attended high school but were not home at the time.

Mother wants Negro History in the school. Also she wants the P.T.A. to become more active. She is going to try to get more parents to attend in the fall. She also wants to see a Negro teacher back in their school (Teacher left on Maternity leave--2 years ago. I wish I knew the whole story on this) Mother felt the school is doing an injustice to her. Two of her children had this teacher is grades 1 and 2. She said they did very well with her because the children grew up in the neighborhood in which the teacher lived. Mother felt the children could relate to her. Wants more black teachers in the schools.

I did quite a few home visits today. I now realize how much of home visitation is important to the teacher if she is to see the child as an individual.

At the end of the day I was amazed when I realized how the families stuck together through any problem. They did well with what they had. I have often heard it said that black people take no interest in their child. I saw much interest given to children.

Home visits should be a part of a teacher's work. There must be a communication between the school and home. You can learn so much by just having a friendly discussion with people.

Youth Opportunity Center

1. Courses in high school on occupations
2. Testing important--should be a course in high school
3. More guidance counselors needed in the elementary schools.
4. Man felt society was to blame rather than the schools for our problems today.
5. Center takes applications from all people. (Before April only concerned with work of 16-21 year olds.)

This place left me rather cold. I saw a staff of people running around doing nothing. Why don't they get their counsellors to the students in the high schools?

They were supposed to have a summer program of jobs for the youth of our community. This was not too successful.

I spoke with two people (high school students who applied for summer work at the center. This didn't take place at the center but in the neighborhood.) When they went to fill out an application in May they were discouraged right from their interview at the Center.) The students were told no one would hire them at 17 only for the summer and that there were too many students who had already

applied before them so they didn't think the Center could place them in a job. These were white students. I wasn't under the impression that the idea of the Center was to discourage these youth even before they tried???

The students are disgusted--don't care anymore. They weren't even sent on one interview.

The picture I got from all this--A lot of qualified people sitting at pretty desks with well-paying jobs.

Afternoon, luncheon with the Home-School Visitors from Youngstown Public Schools

1. Most co-operative
2. Gave us their philosophy
3. Were willing to take us on their cases or to discuss anything we were concerned about. 13 schools have "SPARK"--Summer Program for Reading, Math, Music, Arts-Crafts for 4th, 5th, 6th.

PROBATE COURT

1. Birth Certificates up to 1908
2. Estates
3. Marriages--Five day waiting period, can be waved by minister requests. Marriage Certificates
   a. Under 16--Court must give okay--this is usually when girl is pregnant
   b. Underage--Both parents must sign
4. Change of Name
5. Death Certificate
6. All types of Licenses
7. Mental Health
8. Adoptions
9. Guardianship--(Ex. Child hit by car and receives a sum of money over $1,000 must be put in a place where interest will be received.)
10. Judge can't marry people
11. Death--advertised for 3 weeks for any bills left by deceased
12. Can't fill out forms for people--Can tell them if they are right or wrong about the answers on the form.
13. Deputy can't give out information must go to a lawyer. Bar association insists about this
14. Mental Health
    a. Placed in Woodside--90 days longest you can stay. Someone can commit you to Woodside if Affidavit is signed
    b. Emergency--police involved
    c. You can commit yourself without signing anything--Leave at any time
    d. Children which are mentally retarded are sent to Apple Creek for help.

c. Woodside Cases--Either domestic or alcoholic problems (Come from all walks of life)
   1. Textbooks--should have the effects of alcoholism and the treatment
   2. Mental Illness--shouldn't be looked upon with prejudice or something to be ashamed of--Rather teach children to help with problems and treat as an illness
      MORE MENTAL ILLNESS AMONG THE LOW INCOME?
   3. Common Law--Is the widow of the deceased entitled to anything? Lower Income Group Agreement to live as husband and wife among selves. Must publicize this. Must be accepted by community as husband and wife.

Judge Henderson was not too helpful to us. He gave us all the information he could about the Probate Court. As to the school situation he felt he could not comment on this because he did not know the exact workings of the school. He did say that the school system in Youngstown is a very serious problem and that the next levy must pass. The Judge gave two reasons for the failure of the Levy:

1. People felt they are overtaxed especially our retired people (This tax, he said, is the easiest and cheapest way of supporting our schools.)
2. The people who are sending their children to the parochial schools feel they are paying a double burden.

I visited the Youth Opportunity Center in Youngstown. I didn't get too much here because business was not really working with the Center. Not too many youths were employed for the summer. Something is wrong here and I can't put my finger on the problem.

Visit to Probate Court didn't provide me any information valuable to this workshop.

I was disappointed at the end of the day. About all learned was the Functions of the Centers.

Bureau of Juvenile Research Mr. Rabel

1. Poor administration--Fail to be in touch with the community. School's problem-- Power structure within the board. One man rules!
2. Took 5 levies to bring out the problems of schools. Lack of communication!
3. Discipline and Authority--Years ago never questioned. Teacher's authority have been questioned. Courts have hand-cuffed the teachers. Limited in what you are able to do.

Philosophy of Center

Custodial transient setting. Not treatment setting. Interested to detain the children here.

1. State Institutions
2. Foster Homes

3. Back to own homes

If released now they would be dangerous to themselves, community and family. Stay 4 1/2-5 days.

Every child that is brought in must be charged some type of violation of the law. Police must charge these children. Hearing within 72 hours. Child and parents must know what charge is.

Mr. Rabel took me on a complete tour on the detention home. Explained the complete operation.

We visited a class of Art. Four boys were working on a design. The boys were very interested in their lesson and work. Since many of these children are school drop-outs, I asked how they feel about attending school at the detention home.

They really like it because of the individual attention shown them. One teacher devotes her time to a very small group. Good papers and progress are stressed and their work is put up on the wall so everyone can see it.

It is interesting to note that many of the children want to return here. They attend school half a day, have clean beds to sleep in, and three good meals a day. This is much more than any of them receive in their own homes.

Friday afternoon, I was allowed to sit in on a hearing in court for one of my former students. Welfare wanted custody of the child so that he could be placed in a foster home. Only the father of the child was in court. He willingly gave up his child!

This had a great impact on me. I have followed this case for two years. We had much trouble with the boy in school but all the problems stemmed back to his problems at home. No mother was present.

The thing that got me the most was how his father said they could have his son and then got up and left the courtroom as if he gave a trinket away rather than his very own flesh and blood. Where are the Values and Attitudes of Life!?

I went back to my old neighborhood which I left only nine months ago. Some of the children I knew were out so I stopped to talk with them. For children, they are very disgusted with life. They have a playground up at the corner but can't play there because they said the older children have taken it over and they had too many fights up there. Where are these children (8 to 13-14 years) supposed to play? They were playing ball in the streets. I also asked them about school. They said there were too many in the classroom and the teacher didn't have time for them so they read library books

whether they could read or not read. Sometimes they did this all day long--day after day. A few of them can't wait to drop out of school. (We are not interesting the child enough to be in school.)

They also said too much goes on at the bar up the street and these children see this until all hours of the night. One said the neighborhood is very noisy after twelve o'clock at night.

Experience With Greatest Impact

I had a very worthwhile day. Mr. Rabel at Juvenile Research went out his way to help us learn the purpose of the Center. Our youth in the inner city need individual help. I realized how important the need is. I saw children working hard in a small group with a teacher. If this can be done here, where is the school failing?

I also went to a court hearing on one of my former students. This really did something to me. The son was taken away from the father. I asked myself, what right does Society have to do this? Did Society create the problems which led this family to be apart?

We had better start with the family and put it where it belongs in the Center of Society. This experience left me very emotional and in deep thought. I wanted to reach out and help this lad in class. My reaction was, "Did I, as a teacher, fail him in some way?"

DAILY LOG OF FIELD WORK IN CANTON

Helen Malone

Monday

Meeting at 9 a.m. at OEO office in Stark County Courthouse with OEO central office personnel, directors of neighborhood centers and Vista workers. Description of the project was given with discussion and questions and answers from both teachers and OEO staff. Assignments were made for the week at neighborhood centers throughout the county.

Afternoon

Conference with Monte Bond, director of neighborhood centers, borrowed materials from him descriptive of OEO activities--also resource units they use to train Vista workers.

Tuesday

Follow-up conference about materials with Monte Bond.
Visit to Southwest center. Conference with Mr. Pettigrew. Interviews with parents and students.

Afternoon

Visit to Inner City Ministry headquarters and southwest youth center. Visited with Miss Hoover at Day Care Center sponsored by Iner City Ministry. Conference with Rev. Fred Gaston, director who showed considerable consternation at the thought of another federal program. He claimed the time was thirty seconds to midnight and there simply had to be immediate action--not a three year study. He said few realize the gravity of the situation that was reaching an explosive point. He was making plans to evacuate his white personnel. He admitted he was considerably shaken since he had just returned from a CORE meeting that morning where the dissidents from the Columbus convention had been extremely vocal. Although he is probably the most respected man in the community dealing with inner city problems, he felt his days were numbered for this service because he was white.

Wednesday

Morning spent at Burns school visiting the class of Mrs. Moegling in Head Start program. All eighteen schools in Canton with Head Start program this summer are following the Bereiter-Engelman program--the Illinois approach where the children are given learning situations instead of the nursery play idea.
Mrs. Moegling was assisted by a helping teacher and a student aide. Eighteen children were present. They were divided into three groups for some activities. I observed the beginning language group where

the teacher was leading the children in polarizing (short-tall, fat-thin, etc.), categorizing, and using prepositions. She drew houses on the blackboard following the directions of the children, also men and women. Following the group experience in language, children were given juice, pretzels and viatmin pills. They rested on rugs for twenty minutes. After this, groups worked on numbers 1-10. While the teacher was working with one group, I observed the helping teacher working with another group. These children would take mixed numbers and place them in their proper position on a flannel board. They seemed to enjoy this experience and performed it quite successfully.

After the numbers session the entire group was mobilized to sing around the teacher. The selection was "Dry Bones" and the children accompanied the song with gestures to parts of the body. "Marching to Pretoria" was next. After a run through of the song, children were permitted to choose small musical instruments--cymbals, sticks, tambourines, bells, etc.--and the class marched to their own music. After one chorus, they exchanged instruments. Following this, the entire class played the games "Squirrel in the Tree" and "Duck and Goose." The teacher and aides saw that each child had a chance to be "it" although this was done unobtrusively. I had to leave before the children had lunch at 12:30. The teacher of this class spends part of the afternoon visiting homes of the children.

Afternoon

Meeting at the Urban League at 1 P.M. where Mrs. Averette and Mr. Joseph Smith had arranged visits to parents. We were given addresses but no directions. Mrs. Evans and I visited Mrs. Willadean Jackson, 1107 Stella Circle S.E. She invited two neighbors to join us. These women were belligerent at first but when we were sympathetic and not defensive of the schools, they warmed to us and were friendly and talkative. These women were interested in the best possible education for their children but felt they were short changed by inner city teachers who were prejudiced against their children. Although we were invited to "vittles and coffee," we had to take a rain check because we were overdue at the Urban League for a conference with Mrs. Averette.

Thursday

Conference with Arvis Averette at Northeast Center and arranged to purchase twenty of his books Teachers' Guide to American Negro History by William Katz. We intend to purchase more from B'nai B'rith so every teacher in American History has a copy but I guess I wanted Arvis to have proof we were doing this because sometimes he's a little hard to convince. Attempted to arrange an interview for a Canton teacher with BAF (Black Alliance for Freedom, newly organized in Canton, reputed to be violently militant and unwilling to talk to whites.) However, I found out that Arvis was the ideologist for the group!

Afternoon

Conference at Curriculum office about publicity release and the purchase of Afro-American books for Hartford Junior High.

Friday

Day was spent at Walsh College with Upward Bound group. Observed classes in American History, Problems of Democracy, Drama. Talked with students in the program, former students, instructors, officers of student governing group and the director of the program.

Resume

The most compelling impression was the urgency of coming to grips with our problem with something concrete and tangible. The black is sick of studies--we must have something by September! I believe teacher attitudes should have priority in our plans because you can't use innovative units effectively without meaningful change in attitudes first.

DAILY LOG OF FIELD WORK IN MANSFIELD

Don Metzendorf

Monday, July 8

My day began with the group in the Conference Room of the Community Action Program. Our host for the week, Mr. Dorsey, Assistant Director, was in charge of this initial meeting. The following five ideas seemed to emerge from his discussion with us relative to Human Relations and our Social Studies Project:

1. Teach history as it is. He emphasized the sequential development of Negro history rather than "unit type" structuring.
2. He feels that the emphasis should be shifted from "places" to "people and their problems" especially in our society.
3. When the subject of integration was discussed, he directed our thinking to the development of "an open society" (his term for equal opportunity).
4. Our social studies curriculum should be structured to compensate for the rapidity of change.
5. Of most importance, is the development of positive attitudes toward the school, police, church and the home.

I visited CAP's Carl M. Young Center on Monday afternoon between 1 P.M. and 7 P.M. After interviewing the coordinator, Mrs. Fetis, and five of her aides, I discovered three main ideas emerging.

1. All of them felt that prejudice on the part of both races was mainly due to the past overshadowing the present.
2. The "middle income" Negro community is apathetic toward any social programs.
3. The "lower income" groups will respond to "immediate need" programs such as health and financial assistance.

My evening was spent participating in a "dialogue" sponsored by the Y.M.C.A. under the leadership of Mrs. Mulholland, but in the home of Mr. and Mrs. Truex. Predominantly white attended with leaders of the NAACP Youth Division and Mr. J.D. Middlebrook, Mansfield's leading Negro realtor invited and in attendance.

Our discussion centered around two topics, "Prejudice and Bigotry in our Society" and "Housing Problems for the Low income Families". These were discussed "heatedly" and respectively as follows:

1. In a "white racist society" the Negro <u>will</u> plan for himself.
2. When asked what we could do, the answer was:
   a. be a missionary of one
   b. educate others informally
   c. be careful of little things of a derogatory nature
   d. go out on a limb, economically and socially

3. Housing development under Urban Renewal should concentrate on diversified housing (singles, doubles, and multiple dwellings in various areas of the community) rather than multiple dwelling units in poverty areas.

4. General concensus of opinion was that housing be renovated rather than replaced.

At the close of the first day (about eleven o'clock), I felt a spirit of optimism among those I had come in contact with. They seemed to feel that progress is being made--slow, yes--but there are signs of improvement in human relations and better housing.

Tuesday, July 9

Today I visited with the aides of two CAP Centers. They are products of the "poverty pockets" which exist in Mansfield. It was also my privilege to lunch with Mr. Dorsey alone and discuss at length (two and one half hours) an important aspect of the lower socio-economic Negro life, prostitution.

In the centers, I tried to ascertain what we could do together, to reduce prejudice in our community. I emphasized reduction, rather than elimination. Our discussion brought to focus the following:

1. Teach against it in the established agencies.
2. Speak up on the little issues that even taint of prejudice and bigotry.
3. Train our children in the home
4. Develop attitudes of "love-force" (Force the issue of an open society, not with revenge, but with love.)
5. Help the Negro fix-up his home, his neighborhood--not with money, but by sharing one's time, self, effort.

My discussion with Mr. Dorsey on the subject of prostitution was quite enlightening as it revealed a totally different set of values. The salient points of his conversation uncovered:

1. To the Negro male pimping is a vital matter of status as well as a money-making business
2. To the Negro female, it is a matter of financial pressure due to divorce and unsupported children at first. Later in her life, unless she moves out of the community, it is a forced way of life (almost slavery re-enacted)
3. In the Negro community, the divorcee is under constant pressure and many times the subject of "forced live-ins" (the man simply moves in by force)

At the close of the day, I'm starting to "see" a society within a society. Values and interests on the surface are one thing, but beneath the facade of flashy clothes and Cadillacs is a way of life that centers around the status seeking male and simply survival for the female.

Wednesday, July 10

This day was spent in a two-fold manner: 1)listening to Mr. Charles King, Director of MOIC, an organization training the hard-core unemployed in the ways and means of securing employment, and 2) attending a business meeting of Planned Parenthood, Inc.

Mr. King's main emphasis was that of prevention of the socio-economically deprived. He felt that we should educate towards work and marketable abilities, as well as teaching proper attitudes towards the employer. He brought to my attention three basics that are pertinent to the development of the social studies curriculum:

1. We must deal with social and emotional problems as they exist today and appear in the classroom
2. We must develop individual interests as they pertain to the strengths and weaknesses of the individual
3. We must view the individual as having capacity to learn, but take into consideration environmental factors.

Reflecting on this day it seems to be that more and more emphasis needs to be placed upon the individual and his needs. Today was, at best, a reinforcement of my own convictions concerning the development of the individual in the classroom.

Thursday, July 11

This was "D-Day"! It was my priviledge to visit four families in their "homes". These were leisurely visits with the idea of just listening and observing.

Visit I--Mrs. Cobb, Negro

This was my first experience in detecting any role-playing. This woman gives all appearances of the down-trodden abused individual. But the more she talked, the more she revealed how violently she reacted to her peers and society. (Four families are living in the same house.) She is fearful, yet protective of all of them. She retains three lawyers at all times. She has been involved in everything from minor traffic violations to murder charges. Yet, outwardly, conversationally she explains it all away by flinging it on someone else's doorstep. While appearing helpless in an aggressive society, she is really quite shrewd. Perhaps, even to the point of being completely hardened.

Visit II--Mr. and Mrs. William Manuel, White

Four children are involved here, none of which have shoes. The place they call home has no running water, no sewage system, and very little furniture. Filth and squalor existed everywhere. The major problem here was mental retardation in most depressing conditions. However, another important problem involves WATER. No city water is available in this area, even though the Country Club is only across the street. No aid is available for well drilling; hence, they cannot "afford" the necessity of water. If slums exist in Mansfield, this is it!

Visit III--Mr. and Mrs. Henley, Mixed Marriage

Three children born to the wife who is white and college trained. The home was clean and children well-mannered. She has learned to use each welfare agency quite well. Their problems are due mainly to the mixed marriage, although they seem happy. In the course of my conversation with the husband, I asked him why he felt the white populace was prejudiced against the Negro. His response was quite different from what I had heard before. Basically, he felt the white male particularly to be jealous; mainly, three things he felt were the cause:

1. The white male is jealous of the Negro's religion because it is meaningful to the Negro.
2. The white male is jealous because the Negro can live more cheaply, meaning the Negro can buy more readily on the black market.
3. The white male is jealous because nothing seems to bother his Negro courterpart.

Visit IV--Mr. and Mrs. John Beard, Negro

Six children are involved. They have plenty of clothes (all donated) but no place to put them. This family of eight lives in a small two-room quonset hut. Again, no sewage or running water in this section of town. The major problem here is that the husband is a drunkard and a gambler and resists any change whatsoever, beating his wife if she even attempts anything. I left this visit after pursuing several sources of action in my own mind, with the feeling and conviction of utter hopelessness.

The end of the day, a feeling of utter frustration, confusion, bewilderment and hopelessness. Only in looking back on this day can I see a ray of hope; not for the families described above, but perhaps for the less disadvantaged. This was the day I felt the pangs of poverty. It is an indescribable eerie feeling of utter chaos and hopelessness.

Friday, July 12

Today I experienced the whole gamut of this week's learning experience. Three major discussions were the highlights of the day.

The first was a discussion period at CAP Headquarters with the local leader of the National Youth Corps. After a general description of the program, he leveled his guns on the established education systems. His main charge was that we are not individualizing to meet today's need. To do this he felt two processes were mandatory:

1. Involvement of the student in issue-oriented situations
2. Exposure to experiences for the individual student.

Again, the major emphasis was upon individual instruction.

The second discussion was during and immediately following a tour of the Mansfield Reformatory with Chief-Sociologist, Mr. Dickerson. He seemed to feel that the individual is responsible

for his highly anti-social acts and hostilities, however, not at all capable of controlling certain responses. He suggested we look into the In-Service Task-Force now being used by Cleveland Heights.

The third discussion reflects somewhat Mr. Dickerson's views. I talked at length with one Robert Babbit, a Negro inmate. He grew up in the Hough area of Cleveland. After our discussion, I asked him if he could put into words what caused him to "go wrong". He articualted very clearly, "I thought this was the way to make it." (Dope and pimping) "I just wanted to do it--this was my life."

The end of this day--this week--leaves me with a feeling that problem-solving through enacting restraining measures in our society does not begin to solve the fantastic problems we are facing.

Question: Were the lines of communication open, or was there difficulty?

We are always communicating in various ways the extremes being either positive or negative. I believe I communicated most of the time in a positive manner. The factors that seemed to promote this seem to fall into certain categories.

The first being location: When I talked to Negroes where they were accustomed to being they were more open in their dialogue with me. Attitude was vital. I felt sincerity and honesty was most appreciated by those I talked with even though they couldn't understand my interest or intent at first. Approach: When I told them I wanted to learn about them and their problems they were quite receptive. A distinct advantage I had was identification. When I shared one area of common plight (I grew up in poverty with a deprived social life) their heads and hearts nodded in kinship.

I'm sure other factors were present, but these are the things that come to mind in reflection upon a week's field experience.

My most impressive experience

I am most ashamed of revealing this experience, yet thankful for the opportunity. The experience was so simple, yet it has had a profound effect on my life.

I never dreamed having lunch with a Negro friend could cause me to have such feelings of uneasiness. It seemed like every eye was fixed in our direction. I was acutely aware that this was "not acceptable".

I believe, for those few moments at least, I felt the pangs,

vicariously, of the Negro in a White Racist society. It was eerie and almost unbelievable. A lasting impression, I hope this will ever be.

My greatest insight

I believe this came when I saw for the first time beyond the squalor, the poverty, the social and economic chaos that exists among the poor. Prejudice, apathy, and ignorance are all symptomatic as well as part of a vast sinister disease.

It seems our problem is not the disintegrated Negro, not the Power Structure, the malfunctioning service agencies, not even the magnitude of the afore mentioned problems, but in reality White supremacy in a White racist society.

The most deceiving aspect of this disease is in the subtlty with which it is poisoning and destroying, not the poor; not the Negro, but <u>us</u>, the so-called white America.

I cannot yet define white racism, but I can feel its existence from these accumulated experiences.

APPENDIX B

Samples of Written Student Reactions to "The Afro-American in United States History"

[illegible] N. Meadale
Youngstown, Ohio
3123176

To members of project F.I.C.S.S.

Social Studies is one of my best subjects in school. Because when we start on a subject we really learn. We go deep down into a subject so things are clear in our minds.

I think it is better for us not to study out of a book. It is harder on the teacher but we learn more, because we do more research on the subject.

From the begining of the year we have had some activity. When the days were nice Mr. Beachum would take us for walks around the school area and then have us talk about how things should changed in our community.

Once in a while we would have visitors from different organizations explaining about that organization and answering questions we had.

Every now and then we would have to make essays on various subjects.

We have debates on different things. After we discuss something we have a debate. When we debate we have two sides. One might agree and one wouldn't. The students learn how others fell about something.

A couple of months ago we got some pictures of some Negros long ago. There were some short biographies under-neath the pictures. Mr. Beachum taught us more about them. During the Black History week we were

able to give an exhibit on what we are learning. Then we gave it to the P.T.A parents.

We are now reading a book on "The Negro Pilgrimage in America." We read so many chapters and then discuss it in class.

I think this is a wonderful subject and a nice teacher to teach it.

Sincerely yours,

Eleanor Tucker

1434 Wilson Ave.
Youngstown, Ohio
March 23, 1970

To the members of Project F.I.C.A.S.,

I'm Deborah Lynn Lovell and I'm in Mr Beachum's Social Studies class, at Lincoln School. I enjoy Social Studies and I think Mr. Beachum is one of the best Social Studies teacher there is. In Social Studies I learned about famous black men in History, the Civil War and I read about what is happening now in the United States. In Social Studies we debated about, riots, Vietnam War, slavery in United State and many more. The class enjoyed debating. We did little plays about slavery. The day the two people from Kent State came, we debated about slavery in North and South we had seventh gradess dressed up like slaves and tell how they were treated in the South. A lot of kids enjoyed this, I think Mr

Beachum enjoyed it, too. I just wrote a little about Social Studies because it would take me a thousand or more papers to write about how thankful I'm to you and the others at Kent State for making it possible for our class to have Social Studies. I enjoy Social Studies a great deal.

Thank You,
Sincerely Yours,
Debbie Lovell.

To Kent State University
Project P.I.C.S.S.
Education Building
Kent,Ohio

from Josep Mediati
Lincoln School
Youngstown, Ohio 44506

Dear members of the F.I.C.S.S.

I am in the 7th grade Social Studies program at Lincoln School. My class mates and I believe your program was a great idea,we have learned things we hame never known before,on a variety of subjects. We have discussed Aberaham Lincoln,and his famous Gettysburg Address. We have talked about the Constitution,some amendments and the bill of Rights.

We also talked about communism,and countries that have it.

We also learned about the conditions that the negro is facing in the south.

We have learned so many things that I could write a book on it. Social Studies is a hard subject a great deal of the time,but the whole class enjoys it,even those who are not good in it.

Sincerely,

Joseph Mediati

Joseph Mediati

46, N. Truesdale
Youngstown, Ohio
44506

To the Members of Project F.I.C.S.S.:

In all my years of going to school, I've never enjoyed a subject more than social studies. Its the most interesting subject in the world as far as I'm concerned.

Mr. Beachum taught us many things, but most of all I thank him for teaching me to stick up for my rights. He taught us to know who we are and to be proud of it.

Mr. Beachum got us interested in world problems. We have many debates and discussions on this. We now know many things about protest marches, wars, racial problems, and many other things that we were never aware of befor.

Now we are studying about the Civil War. Mr. Beachum recieved some books from Kent State and the one we are reading now is The Negro Pilgrimage in America. Its a very interesting book. We have studied about hows slaves were treated, abolitionists, and how the North and South felt about slavery.

Last week we had tow visitors from Kent State come in and hear our debate. The debate was about the North and South's feelings on slavery. Mr. Beachum had some people on the North's side and some others on the South's. We had some people be slaves and abolitionists.

I have learned about people that I have never heard of before. Such as, Nat Turner, Fredrick Douglass, Denmark Vesey, John Brown, Harriett Tubman and many more.

Not too long ago we studied about the Declaration of Independence, Preamble, Bill of Rights, some amendments and the Gettysburg Address. I enjoyed studing about them. We memorized them and recited them to Ms. Beachum. We just didn't memorize though, I mean we really studied them.

Last month we gave a Black History Program to the whole school. We told them about slave revolts, civil rights leaders, important people we learned in social studies, African Kingdoms, African culture and we told about things that happened in the Civil War and showed them our Social Studies Scrapebook. It was alot of fun giving that program for the school. We learned alot from it too.

I look forward to going to Social Studies every day. I just love walking in that

room. And Mr. Beachum is the one that makes the subject so interesting. He really teaches us alot and isn't boring to listen to. He has the greatest teaching methods in the world.

Some day I'm going to become a Social Studies teacher. I really love that subject.

Sincerely,
Marilyn Shockey

Oneta Mc Ivers
1017 Charlotte Ave.
Youngstown, Ohio

To the members of N. D. C. S. S.:

My name is Oneta Mc Ivers. I am a student in Mrs. Beachums Social Studies class. In my letter I will attempt to tell you how much I enjoy Social Studies.

One of my reasons for liking Social Studies is that you can talk. It isn't like the other classes when every time you open your mouth, a teacher is telling you to be quiet. In Social Studies you have to talk if you want a good grade.

In Social Studies we have debates. We also learn about people that we've never heard of before. We see films pertaining to the worldly problems of today and all the way back to the time during slavery.

A couple of weeks ago, Mrs. Beachum passed out books to the class entitled, "The Negro Pilgrimage In

America", by C. Eric Lincoln. The book contains valuable information about the Civil War and Emancipation, the Underground Railroad, the early bondage of the slaves, and some of the abolitionists, etc. It is all very interesting and hard to forget.

I enjoy Social S. studies so much that there aren't enough words that could express how much I like it, but I hope that you got an idea of how much I like it from what I wrote.

Sincerely yours,
Oneta McIver

APPENDIX C

Program: The Aurora Conferences

FOCUS ON INNER CITY SOCIAL STUDIES

Project FICSS*

presents

A SEARCH FOR RELEVANCE IN INNER CITY SOCIAL STUDIES

February 14 & 15, 1969
March 7 & 8, 1969
March 21 & 22, 1969

A PARTICIPATORY CONFERENCE DESIGNED TO EXPLORE DESIRABLE CONTENT AND DESIGN FOR AN INNER CITY SOCIAL STUDIES CURRICULUM

Aurora Treadway Inn — Aurora, Ohio

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*This project is being conducted pursuant to a contract (6090) with the U. S. Office of Education, Title III, Elementary and Secondary Education Act, 1965 awarded to the Youngstown Board of Education and headquartered at Kent State University.

FOCUS ON
INNER CITY

PROGRAM

CONFERENCE 1

Thursday, February 13th

7:00-10:00 p.m.	Check in and Informal reception

Friday, February 14th

9:00-10:30	Dr. Elizabeth Koontz, President National Education Association "What an Urban Oriented Curriculum Should Look Like: View K" Mr. Preston R. Wilcox, Sociologist Columbia University "What an Urban Oriented Curriculum Should Look Like: View W"
10:30-11:00 a.m.	Coffee break
11:00-12:00 a.m.	Question Session Respondents and Participants
12:30-1:45 p.m.	Luncheon
2:00-4:00 p.m.	Dr. Sidney Simon, Chairman, College of Education, Temple University "Search for Values" A demonstration with students Question Session
5:30-6:45 p.m.	Dinner
7:00-9:30 p.m.	Dr. Mark Krug, Professor of History University of Chicago "Structures in History and the Social Sciences" Dr. Robert S. McCargar, Sociological Resources Social Studies Project "Sociology As An In-Put to Inner-City Curriculum"

Saturday, February 15th

9:00-10:00 a.m.	Dr. James Shaver, Chairman Educational Research, Utah State University "Rationale of the Issues Oriented Curriculum"
10:30-11:30 a.m.	Question Session
12:00-1:00 p.m.	Luncheon
1:30-3:30 p.m.	Dr. Harold Berlak, Dr. Timothy Tomlinson Co-directors, Elementary Social Studies Curriculum Project, Washington University "Curriculum Theory: The Rationale of the Washington University Project" Question Session
3:30-4:30 p.m.	Buzz groups "My Ideas About an Inner City Social Studies Curriculum

CONFERENCE 2

Thursday, March 6th

7:00-10:00 p.m.	Check in and Informal reception

Friday, March 7th

8:00-9:00 a.m.	Breakfast
9:00-9:45 a.m.	Dr. John A. Sessions, Special Representative, AFL-CIO Department of Education and Member of the Board of Education, Washington, D.C. Public Schools "'Good' Social Studies Curriculum for the Inner City: View S"
9:45-10:30 a.m.	Father Joseph Develin, NEA Task Force on Urban Education "'Good' Social Studies Curriculum for the Inner City: View D"
11:00-12:00 a.m.	Question Session
12:00-1:00 p.m.	Luncheon
1:00-3:00 p.m.	Dr. Robert G. Risinger, Professor, Secondary Education, University of Maryland "Dimensions of the Alienation of Youth" Panel: Representatives of the alienated.
3:00-4:00 p.m.	Buzz Session "My Ideas About An Inner-City Social Studies Curriculum"
5:30-6:45 p.m.	Dinner
7:00-8:00 p.m.	Dr. William Gardner, Associate Director Minnesota Curriculum Project "The Rationale for the Minnesota Curriculum Project"

Saturday, March 8th

8:00-9:00 a.m.	Breakfast
9:00-10:00 a.m.	Dr. Jack Fraenkel, Associate Director TABA Curriculum Project "The Rationale for the Design of the TABA Social Studies Project"
10:30-11:30 a.m.	Question Session
11:30-12:45 a.m.	Luncheon
1:00-3:00 p.m.	Reverend Louis Durham "GLIDE Urban Project: A Rational Rationale for Youth"
3:00-4:00 p.m.	Buzz Groups "My Ideas About An Inner-City Social Studies Curriculum"

CONFERENCE 3

Thursday, March 20th

7:00-10:00 p.m.	Check in and Informal reception

Friday, March 21

8:00-9:00 a.m.	Breakfast

(Continued)

(Program Continued)

9:00-9:45 a.m. Dr. Robert Ratcliffe, Dircetor, Law in American Society Project, Chicago
"The Topics and Content of the Law in American Society Project"

9:45-10:15 a.m. Mr. Timmuel Black, Jr.
"Teachers' Corps: Program and Progress Report"

10:45-11:45 a.m. Question Session

11:30 a.m.-1:00 p.m. Luncheon

1:00-3:00 p.m. Mr. Patrick L. Gerity, Chief of Police Cleveland, Ohio
"A Policeman Looks at the School Curriculum"

3:00-4:00 p.m. Question Session
Buzz Session
"My Ideas About An Inner-City Social Studies Curriculum"

5:00-6:30 p.m. Dinner

7:00-8:30 p.m. Mr. Morton Hoppenfeld, Vice President, Planning and Design, The Rouse Company, Baltimore, Maryland
"Considerations in Designing Cities for People"

Saturday, March 22

8:00-9:00 a.m. Breakfast

ACADEMIC GAMES WORKSHOP

9:00-12:00 a.m. In cooperation with The Department of Social Relations, The Johns Hopkins University.
1) "Ghetto"
2) "Parent-Child"
3) "Democracy"
4) "Disaster"
5) "Trade and Development"
6) "Consumer"
7) "Economic Systems"
Games led by
Miss Linda Harry and Miss Dove Toll
Department of Social Relations

12:00-1:00 p.m. Luncheon

1:00-3:00 p.m. Dr. Nicholas Helburn, Director High School Geography Project
"Essential Geography for a Inner-City Social Studies Curriculum"

3:00-4:00 p.m. Question Session
Buzz Group
"My Ideas About an InnerCity Social Studies Curriculum"

Partial List of Respondents Assisting in FICSS Conferences

Dr. Roy W. Caughran, Chairman, Department of Elementary Education, Kent State University
Dr. Harris L. Dante, Professor, Secondary Education, Kent State University
Dr. O. L. Davis, Associate Professor, University of Texas
Dr. Isadore Starr, Professor of Education, Queens College
Dr. David Turney, Dean, School of Education, Indiana State University at Terre Haute

APPENDIX D

Unit Writing Assignments, Specifications, and Procedures for Summer, 1970

TO: Project FICSS Unit Writers

FROM: Mel Arnoff, Project Director

SUBJECT: Assignment of units and other information

If we have well plowed and planted the roots of this Project, the summer of 1970 should prove the year of bountiful harvest. The schedule of work proposed is demanding. But, as each of us is also convenced, our work is extremely important.

During the summer of 1970 you will be challenged to integrate the input you have had from our cumulative experiences. You will need to make sense out of our interaction and our cooperative curriculum design. What you produce will be the living segment of that design. I have every faith that you will live up to this challenge.

THE GENERAL PLAN FOR THE SUMMER

As most of you know, it is planned that each unit writer will, during the first four weeks of the summer, develop a unit from the first semester of the curriculum design. This unit will be done in complete form.

During the last three weeks, each unit writer will do the major portion of a second unit drawn from the second semester of the curriculum design. The specifics of these units are outlined elsewhere in these pages.

HOW WRITERS WERE ASSIGNED TO UNITS

At the most recent meeting of the Steering Committee, it was decided that each participant would fill out a 3 x 5 card on which he would list his first, second, and third choice of unit he would like to write during the first four weeks. On a second card, he was to indicate his choice of unit drawn from the second semester of work.

Some persons filled out only one card; others did not list three choices; some grades and units proved to be quite popular while others were not selected.

Thus it was necessary that I exert a great deal of influence over the assignment of units in order to accomplish our task. In most cases, people were able to get one of their first three choices, at least for one of the two units they would write. In a few cases, however, I had to count on the very good will of the unit writer since it was necessary that he be assigned to two units, neither of which he had requested.

THE TASK AHEAD

In general, I hope that each unit writer will recognize the difficulties inherent in the assigning of units and that those assigned to you will be acceptable.

Many have indicated to their supervisors and me that once the units are assigned, they would like to go about gathering related materials. This, of course, is an excellent idea. It will allow more time for the assimilation and integration of data concerning the topic in which you will soon become "expert."

BEGINNING WORK THIS SUMMER

So that each of the unit writers can initiate his work with some guidance and sense of community with those writing units in the same or adjacent grade levels of the following schedule will prevail for the FIRST WEEK.

SCHEDULE OF MEETINGS FOR THE FIRST WEEK

Monday		
June 22	9:00 A.M. - Noon	Meeting of participants writing units in grades kindergarten, 1, 2, and 3.
June 22	1:00 P.M. - 4:00	Meeting of participants writing units for grades 4, 5, and 6.
Tuesday		
June 23	9:00 A.M. - Noon	Meeting for participants writing units for grades 7, 8, and 9.
June 23	1:00 P.M. - 4:00	Meeting for participants writing units for grades 10, 11, and 12.

SCHEDULE OF MEETINGS FOR THE SECOND THROUGH SEVENTH WEEK
(All meetings commence at 9:00 A. M.)

Mondays (All day)	K, 1, 2, 3
Tuesdays (All day)	4, 5, and 6
Wednesdays (All day)	7, 8, and 9
Thursdays (All day)	10, 11, and 12
Fridays (All day)	Supervisors and/or Steering Committee (only as needed)

These meetings will begin at 9:00 A. M. The purpose of these meetings is to work with fellow unit writers, graduate assistants, and Dr. Arnoff in defining and outlining your unit. By restricting the number of unit writers present, Dr. Arnoff believes that he can give each writer guidance and suggestions for writing the units. Specifically he can refer you to other sources, unit developed by some of his undergraduate students, and related materials. Further aid is available from the graduate assistant assigned to each set of units.

UNIT EDITORS

It is planned that the group will meet as a whole for the first one or two hours to share ideas, to tell of progress and problems, testing out intended approaches, and seeking specific information or aid. Following the general meeting there can be individual conferences among unit writers, or with the graduate assistants, or with Dr. Arnoff.

Each group should plan to remain for the afternoon to be able to make use of the FICSS Library, the University School Library, as well as the general

ASSIGNMENTS TO UNIT WRITERS FOR

SUMMER 1970

K 1	
K 2	Fitch
K 3	Fitch
K 4	
1.1	
1.2	" Williams
1.3	" Anderson
1.4	" Roman
1.5	(done and revised)
2.1	Anderson
2.2	Roman
2.3	Evans
2.4	Williams
2.5	" Evans
3.1	Podrotty
3.2	Pope
3.3	Keller
3.4	" Podrotty
3.5	" Schiavone
4.1	Schiavone
4.2	Durkin - Kirkland
4.3	" Keller - Pope
4.4	Schalmo
5.1	Reis
5.2	Metzendorf
5.3	Schalmo
5.4	" Thompson
6.1	Thompson
6.2	" Durkin
6.3	" Metz - Popney (complete)
6.4	" Kirkland
6.5	" Popney
6.6	" Reis
6.7	
7.1	Dunne
7.2	Dunne
7.3	Teter
7.4	" Dunne
7.5	Price
7.6	" Dunne
7.7	
8.1	Drews
8.2	Marshall
8.3	done
8.4	Beachum
8.5	Beachum
8.6	" Teter
9.1	rewrite (1-2 weeks)
9.2	I Campbell
9.3	Gay
9.4	" Marshall
9.5	
9.6	
9.7	Infante
9.8	
10.1	Burch - Malone
10.2	Malone
10.3	Calpin
10.4	" Burch
10.5	
11.1	(1 week)
11.2	Gay
11.3	Doran
11.4	" Doran
11.5	
11.6	" Lyden
11.7	" Campbell
12.1	Remias
12.2	I Lyden
12.3	" Remias
12.4	
12.5	
12.6	

UNIT EDITOR ASSIGNMENTS

Kenneth Magenau - Grades K, 1, 2, 3
Rosanne Marek - Grades 4, 5, 6
Donald Atkinson - Grades 4, 5, 6
Sandra Jamison - Grades 7, 8, 9
Larry Pennel - Grades 10, 11, 12
Marion Stroud - Grades 10, 11, 12

University Library. During these afternoons, it may also be possible for Dr. Arnoff to arrange for individual unit writers to counsel with professors on campus who have special expertise related to the content of your unit. (Such as crime: KSU law enforcement department; city planning: KSU Center for Urban Regionalism; pollution or ecology: professors in several departments such as anthropology, geography, etc....)

WHAT FORM SHALL THE UNITS BE IN

The form for the units is described for unit writers on the attached sheet. In general, they are like those units already developed by FICSS. The guidelines, however, are more detailed and taken into consideration some of the things we have learned while developing our previous units.

WHEN ARE THE UNITS DUE

The first unit, in complete form, should be turned in on or before Friday, July 17, 1970.

The second unit, in partial form as described on an attached sheet, should be turned in on or before Friday, August 7, 1970.

LIBRARY

Harold Reid has arranged for each participant to have a library card. These will be distributed at the first meetings on June 22 and 23. All persons are individually responsible for charging and returning books to the library.

Books and materials may also be borrowed from the FICSS Library. So that these materials may be located easily by any unit writers who may need them, PLEASE be sure that these are checked out through a secretary or Harold Reid.

Of special value to you will be the file of catalogs of materials which we have been developing during the past years. Thus if you wish to find related films, transparencies, etc., you can refer to our catalogs and identify them.

Also of value may be some of the units developed by Dr. Arnoff's undergraduate and graduate students. These are on file in the FICSS office.

Materials can also be previewed and located in the Instructional Resources Center on the second floor of the Education Building. Films can be previewed in the Audio Visual Center (2nd floor, Education). This might be a good introduction for many of you to your topics.

Remember that children's books can be reviewed at the University School Library.

I would strongly recommend that many of you plan to spend at least one or two days in the Lewis Carroll roon at the Cleveland Public Library. This is one of the finest collections of children's books in the nation.

PURCHASING BOOKS

Unit writers who desire to have specialized books in order to write their units should make their request in writing to Harold Reid listing the book,

title, author, publisher, year of publication, and price if available. Mr. Reid will then make the necessary requisitions, purchase the books, process them through our library, and then see that they are put in the hands of the persons requesting them. ANY BOOK NOT PURCHASED IN THIS MANNER WILL BE CONSIDERED AS A PERSONAL PURCHASE AND WILL BE CHARGED TO THE INDIVIDUAL.

XEROXING

In order to control expenses and to keep appropriate accounting, it is necessary that all reproduction services be requested through the head secretary or the Assistant to the Director. UNAUTHORIZED REPRODUCTION SERVICES WILL BE CONSIDERED PERSONAL EXPENSES OF THE INDIVIDUAL. In most cases, the xeroxing can be accomplished in but a few minutes, so that this procedure should not cause undue delay.

ROLE OF THE RESEARCH ASSISTANTS

The Research Assistants will function both as an aid to the unit writers and as Unit Editors. The R.A.'s have worked with Dr. Arnoff during the past year on the writing of objectives, the structuring of content, format, etc. They will be responsible to the Director for seeing that units are completed with a high level of technical quality. In many cases they will directly aid the unit writer especially in such technical phases as the writing of the objectives.

When the first set of unit are completed, the R.A.'s will begin writing the test items. Tests for the first set of units should be ready on or before October 1, 1970.

During the fall, the R.A.'s will work on the partially completed units to bring some of them to completion. They will also visit classes to see units in progress. After the implementation of the units in the fall of 1970, the R.A.'s will revise them in accord with the logs kept by participating teachers and in consultation with the original unit writers.

ADMINISTRATIVE THINGS

Course credit Course credit for FICSS work will be handled in accord with the letter sent to Project Participants from Harold Reid in April.

Course work Those wishing to enroll for regular courses listed in the general catalogs of Kent State University should plan to register on June 19 and 20. These, of course, will be at their own personal expense.

Travel One car per day per school district is the rule. Travel is to be reimbursed by your school districts under a contract with the Youngstown Board of Education. Each local supervisor should determine how these travel forms are to be processed whether through him or to the clerk directly.

SPECIFICATIONS FOR COMPLETING
A UNIT FOR PROJECT FICSS
June 22 - July 17

1. Units will include information FOR THE TEACHER.
Source materials, direct quotes, etc. must be included in a separate resource package to be included in the FICSS/KIT.

2. Title page (will be prepared by office staff)

3. Introduction to Project FICSS (office staff)

4. Introduction to UNIT

A. What is the general scope of this unit.
B. What units precede or follow it? How are they linked together?

5. Table of contents

6. Essential source materials for Teachers and Pupils

Cost of suggested kit should not exceed $100
Be sure that the materials you suggest ARE AVAILABLE.
(You can generally be sure if the copyright date is recent.)
Specify the number of copies of each material desired.

7. Objectives

Objectives should be stated so that they are
1. Specific
2. Observable
3. Related to pupil behavior.

Included should be four types of objectives, knowledge, skills, attitudes, and behaviors.

The test of a good objective: Can someone who reads it make a good test item from it without referring to other parts of the unit.

8. Content

Sufficient content should be presented in outline form so that the teacher can, by reading it, gain an initial grasp of the material. Many of our curriculum topics are new to the teacher. The content outline should help him gain sufficient overview of the topic so that he feels he can begin to teach it. Indicate sources - page numbers of data included in content. The content should be divided into sections which might conceivably be handled by various class committees. The basis for the determination of sections should be explained as well as alternate suggestions concerning possible ways of organizing the content for committee investigation.

Unit authors should clearly identify the color paper on which each section is to be duplicated. (Possible colors: white, pink, green, yellow, and blue.)

9. Learning Activities

The unit author should develop a variety of suggestions for learning activities related to his unit. Specifically these learning activities should be in three sections.

A. Introductory Activities

The activities should be designed to inform the teacher of a variety of ways he can introduce the topic to students so as to capture their interest and to stimulate their desire to learn the topic as evidenced by their willingness to raise questions concerning the topic. Hopefully the suggested activities will include some creative ideas as well as some more mundane. (The unit editors, when reviewing the logs kept by teachers who will have taught the units, will make additions during the winter revisions.)

B. Developmental Activities

These activities should be designed to suggest to the teacher kinds of activities in which students can engage to learn about the topics assigned them. This is especially important for students who may have minimal reading skills. Thus they may interview, view filmstrips (list specific ones), construct things, have a telephone conversation with the police chief (etc.) which they can record and play for the class, etc.

C. Culminating Activities

These activities should be designed to suggest to the teacher ways in which the total unit can be "wrapped up" into a final presentation by the class. The purpose is to reinforce the knowledge the students have learned and to help them enjoy learning.

Some activities which might be suggested: making an underground film; presenting a program for PTA or a school assembly; art festival in which students depict their learnings graphically; etc.

10. Learning Resources

The following sections should be included in this part of the unit. It is most desirable that all resources be annotated.

A. Books for Teachers (alphabetical listing by author)
Author (last name, first). Title. City: Publisher, date, price (when available). Annotation.

B. Books for Students (alphabetical listing by author)
Author (last name, first). Title. City: Publisher, date, price.

C. Films (alphabetical listing by title) Title. running time, b&w/color, rental or purchase price, full name of source, year, Annotation.

D. Filmstrips (alphabetical listing by title) Title, number of frames, color or b&w, record/script, full name of publisher, year. Annotation.

or

TITLE OF SERIES OF FILMSTRIPS
"Title of Individual Filmstrip." Number of frames, color or b&w, record/script, full name of publisher, year. Annotation. "Title of individual Filmstrip" etc.

E. Records (Alphabetical listing by title) Title. Record Company, playing time, price. Annotation by each side of record.

F. Other Materials
These should be listed and described in a manner consistent with that listed previously in this section.

SPECIFICATION FOR THE COMPLETION OF THE SECOND UNIT

(July 20 - August 7, 1970)

In most cases it will not be possible for the unit writer to complete the second unit, in three weeks, to the same extent as the first unit. No doubt, however, the second one will prove somewhat easier due to the experience gained from writing the first one. Therefore, it may be possible to come close to writing a complete unit.

It is, therefore, necessary to set priorities on sections which the unit writer should complete as a minimum during the second unit writing session. These sections are identified below. The specifications for each section do not differ from those previously designated unless specified.

4. Introduction to unit (same specifications)
6. Essential Source Materials for Teachers and Pupils (same specifications)
8. Content (Priority I) (same specifications)
9. Learning Activities (Priority III)
   (Although the same specifications are desired, the unit writer may need to abbreviate this section. In priority, completion of this section must <u>follow</u> completion of the Content outline and Learning Resources sections.)
10. Learning Resources (Priority II) (same specifications)

Minimally, then, the unit author should complete sections 8 and 10. Hopefully, section 9 will also be sketched out. As time permits, of course, each of the other sections can be added.

NOTE: The above numbers correspond to the numbers on the List of Specifications.

SUGGESTED PROCEDURES FOR DEVELOPING RESOURCE UNITS

1. Become familiar with the intent of the unit as spelled out in the curriculum design.

2. Try to write some basic goals of your unit. Be sure to try to sketch out knowledge, skill, attitude, and behavior goals.

3. Begin some introductory reading so that you become familiar with the topic. USE COLLEGE LEVEL TESTS. Do not attempt to write your units by using student-geared materials which already represent a point of view or a bias. Seek out the unadorned facts, master them, and then you determine what should go into the content of your unit.

4. Again attempt to refine your goals. This will help you become more efficient in the selection of appropriate materials.

5. Write the content outline first. Be sure to use competent scholarly materials as the basis for your data.

6. Next identify the available Learning Resources.

7. Develop the Learning Activities based upon the available resources. Note areas in which resources are not available. Develop special learning activities for these areas or indicate that a teacher presentation may be necessary.

8. Identify the best mix of materials for the FICSS/KIT.

9. Develop objectives. In so doing, you may need to modify, add to, or delete portions of the content.

10. Develop remaining parts of unit.

APPENDIX E

Products of Project FICSS

Name of Publication	No. of Pages	Mimeograph	Offset	Size	Color	Brief Description of Content
"Pilot Project" reprint of article in 9/70 Grade Teacher	1		X	8½x11"	white	Objectives, history and evaluation of the project.
Project FICSS Curriculum Rationale, Nov. 16, 1970	7	X		8½x11"	white	Statement of problem, goals, point of view and criteria for content and elements of curriculum design.
FICSS curriculum Revised Aug. 1, 1970	20	X		8½x11"	yellow	List of proposed units for grades K-12 with an outline of material covered in each.
Social Studies Scene	5 issues 3-4 pp. each	X		8½x11"	gold	Survey of timely happenings at Project FICSS.
Me and We Power resource unit for grade K-2	25	X		11x8½"	yellow cover	A learning sequence designed to help develop self and other awareness and respect
My Groups resource unit for grade 1.2	20	X		11x8½"	blue cover	A study of groups the child has been part of, what they do for him, what he does for them.

Materials available by contacting: Dr. Morris Abramovitz, Director, Federal and State Programs — Youngstown Public Schools, West Rayen Road, Youngstown, Ohio 44503

216-747-2293

Name of Publication	No. of Pages	Mimeograph	Offset	Size	Color	Brief Description of Content
Our Needs and Wants a resource unit for grade 1.4	60	X		11x8½"	green cover	An introduction to consumer economics as related to food, inner city style.
Green Power: Clothing a resource unit for grade 2.1	40	X		11x8½"	blue cover	A study of how to buy clothing wisely, especially with limited resources.
Green Power: Housing a resource unit for grade 2.2	40	X		11x8½"	green cover	A study of many kinds of housing, including public and related matters such as urban renewal and renting.
Green Power: Wants and Needs a resource unit for grade 2.3	35	X		11x8½"	green cover	An aid to recognizing the subtle pressure to consume.
City Government a resource unit for grade 3.1	40	X		11x8½"	orange cover	a study of city government with attention to city services and their control
Education Power (local level) a resource unit for grade 3.2	45	X		11x8½"	orange cover	How the local education system works, problems, and how changes can be made

Materials available by contacting: Dr. Morris Abramovitz
Director, Federal and State Programs
Youngstown Public Schools
West Rayen Road
Youngstown, Ohio 44503

081

Name of Publication	No. of Pages	Mimeograph	Offset	Size	Color	Brief Description of Content
Business in our Community a resource unit for grade 3.3	55	X		11x8½"	yellow cover	Local business, kinds, problems of business and labor, solutions.
Origins of Man a resource unit for grade 4.1	40	X		11x8½"	yellow cover	The origins of man and races
Cultural Backgrounds of Americans a resource unit for grade 4.2	60	X		11x8½"	yellow cover	Original cultures of Africans, N. Europeans, Chinese, Indians, Spanish-speaking Cubans, Puerto Ricans, Mexicans who came to U.S.
Government a resource unit for grade 5.1	60	X		11x8½"	yellow cover	State and federal politics, problems, structure, how to change
Education and Values a resource unit for grade 5.2	40	X		11x8½"	yellow cover	American education system, values and problems
Drugs and You a resource unit for grade 5.3	80	X		11x8½"	pink cover	Drugs and their effects, reasons people use them, illegal traffic and addiction.

Materials available by contacting: Dr. Morris Abramovitz
Director, Federal and State Programs
Youngstown Public Schools
West Rayen Road
Youngstown, Ohio 44503
216-747-2293

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Name of Publication	No. of Pages	Mimeograph	Offset	Size	Color	Brief Description of Content
Viet Nam a resource unit for grade 6.1	65	X		11x8½"	pink cover	Study of why the U.S. is in Viet Nam and the effect on the people
Middle East a resource unit for grade 6.2	70	X		11x8½"	green cover	The Arab-Israeli conflict
Czechoslovakia a resource unit for grade 6.3	50	X		11x8½"	blue cover	The study of a liberalizing nation which lost its freedems
Values of the Family a resource unit for grade 7.1	50	X		11x8½"	blue cover	A study of those values transmitted by the institution of the family. Family structures, roles, classes. Also communes and kibbutz.
Value Formation: The Role of Political Parties a resource unit for grade 7.5	45	X		11x8½"	yellow cover	How political parties mold and respond to value changes.
Indian-Americans a resource unit for grade 8.1	100	X		11x8½"	pink cover	A history of the red man from early times to Alcatraz and Mt. Rushmore

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Youngstown Public Schools
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216-747-2293

Name of Publication	No. of Pages	Mimeograph	Offset	Size	Color	Brief Description of Content
European-Americans a resource unit for grade 8.2	95	X		11x8½"	blue cover	Emergence of Europeans in American life, values, problems and solutions.
African-Americans a resource unit for grade 8.3	70	X		11x8½"	blue cover	Africans in America, original culture, slavery, asperations and values
Pollution: Problems and Solutions a resource unit for grade 9.1	75	X		11x8½"	green cover	Facts and scope of the problem of pollution with directions for positive action
Political-Economic: Capitalism a resource unit for grade 10.1	125	X		11x8½"	green cover	Theoretical and practical capitalism, strengths and weaknesses of capitalism in a democratic setting
Political-Economic: Socialism a resource unit for grade 10.2	70	X		11x8½"	blue cover	Theoretical and practical socialism. Case studies of Great Britain, Sweden and Israel.
Political-Economic: Communism a resource unit for grade 10.3	115	X		11x8½"	pink cover	Theoretical and practical Communism as practiced in the Soviet Union and Communist China.

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Director, Federal and State Programs
Youngstown Public Schools
West Rayen Road
Youngstown, Ohio 44503
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Name of Publication	No. of Pages	Mimeograph	Offset	Size	Color	Brief Description of Content
Stability and Change: An American Life Style a resource unit for grade 11.1	50	X		11x8½"	pink cover	How the forces of stability and change interact in American life. To find meaningful paths to change.
Stability and Change: Through Ideas and Non-Violent Action a resource unit for grade 11.2	35	X		11x8½"	blue cover	Ways citizens and groups can make their wishes known to effect orderly change. Study of Peace Movement.
Stability and Change: Violent Protest a resource unit for grade 11.3	70	X		11x8½"	green cover	History of violent protest in the U.S. Incidents, their causes and effects
American Government a resource unit for grade 12.1	75	X		11x8½"	green cover	Government as a force in our society, as an institution and as a responsive agent of the people.
Military-Industrial Complex a resource unit for grade 12.2	75	X		11x8½"	orange cover	Interrelationships between military, industrial, state and civilian agencies and their roles in creating power blocs.
Business, Industry and Labor a resource unit for grade 12.3	60	X		11x8½"	blue cover	Structure, functions, power and interactions of corporations and labor.

Materials available by contacting:

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216-747-2293

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Name of Publication	No. of Pages	Mimeograph	Offset	Size	Color	Brief Description of Content
The Multi-Cultural Strands of American Life working papers of unit for grade 4.3	40	X		11x8½"	green cover	The effect of slavery on the culture of the African and the effect of the white man's ways on the culture of the Indian.
Soviet Union working papers of unit for grade 5.4a	40	X		11x8½"	pink cover	The power structure of a nation with different political, social and economic structures from our own.
South Africa working papers of a unit for grade 5.4b	45	X		11x8½"	yellow cover	History, Government, economy and current problems of South Africa and their effect on U.S.
France working papers of a unit for grade 5.4c	45	X		11x8½"	green cover	Power functions in politics, economics, education, problems and people of France.
Peru working papers of a unit for grade 6.5	45	X		11x8½"	green cover	People, economics, politics and education in Peru. Relationship with U.S.
Nazi Germany working papers of a unit for grade 6.6	45	X		11x8½"	orange cover	History of the Third Reich, rise and fall of Hitler. What happened and why.

Materials available by contacting: Dr. Morris Abramovitz
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S81

Name of Publication	No. of Pages	Mimeograph	Offset	Size	Color	Brief Description of Content
Crime working papers of a unit for grade 9.6	30	X		11x8½"	orange cover	What is crime, case studies, punishment, trends, rehabilitation.
Organized Crime working Papers of a unit for grade 12.6	55	X		11x8½"	green cover	Scope of organized crime, structure, affects, politics and control.

Materials available by contacting:

Dr. Morris Abramovitz
Director, Federal and State Programs
Youngstown Public Schools
West Rayen Road
Youngstown, Ohio 44503

1881

Film Strip	Silent	Recording or Tape	Color	Black & White		Length	Brief Description of Content
				Yes	No		
Multi-Cosmos		X	X			8 min.	A survey of major problems of Urban life such as poverty, filth, poor housing, etc.

Materials available by contacting: Dr. Morris Abramovitz, Director, West Rayen Rd., Youngstown, Ohio 44503
(Name) (Address and Zip Code)

Federal and State Programs 216-747-2293
(Title) (Telephone and Area Code)

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APPENDIX F

Listing of Research Assistants

RESEARCH ASSISTANTS

Summer 1968

Donald Atkinson
Vickie Dettendorf
Anita Canterbury
Dan Ewel
Thomas Gorman
George Griffin
John Sutch

1968-1969

Ernest Butler
Cathleen Eaton
Irvin Haas
Theodore Heun
Elizabeth Owing
Alvin West

Summer 1969

Ernest Butler
Cathleen Eaton
Irvin Haas
Theodore Heun
Kenneth Magenau
Rosanne Marek
Elizabeth Owing
Laurence Pennell
Marion Stroud
Alvin West

1969-1970

Ernest Butler
Sandra Jamison
Kenneth Magenau
Rosanne Marek
Laurence Pennell
Muhyi Shakoor

Summer 1970

Donald Atkinson
Sandra Jamison
Kenneth Magenau
Rosanne Marek
Laurence Pennell
Marion Stroud

1970-1971

Mark Arnold
Kenneth Magenau
Rosanne Marek
Laurence Pennell
Sharalyn Popen
Marion Stroud

APPENDIX G

Listing of Unit Writers

UNIT WRITERS - 1968

Akron

Anthony J. Donatelli
Pearl Drews
Dorothy Durkin
Geneva Gay
Hubert E. Kirkland
Paul E. Morehouse
Frank Pichichero

Canton

William Casto
Elizabeth Evans
Helen Malone
Donald E. Marshall
Carl Schiavone
Frederick R. Thompson
Jerry Williams

Mansfield

Donald E. Metzendorf
Kathryn R. Black Pope
Earl A. Price
John Rincich
Joseph R. Woolever

Youngstown

Thomas Calpin
Sara Fitch
Thomas E. Infante
Michael Lyden
Ann Martin
John T. Remias
Donna Jean Smyczynski
Pat Trell

Youngstown Diocese

Wallace James Dunne
Sister Francis de Sales Rechko
Sister Mary Rita Keller
Anne Reis
Sister Dominic Schalmo

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UNIT WRITERS - 1969

Akron

Joann Bird
Pearl Drews
Dorothy Durkin
Geneva Gay
Hubert Kirkland
Paul Morehouse
Frenk Pichichero

Canton

Norman Burch
Bruce Campbell
Elizabeth Evans
Helen Malone
Donald Marshall
Carl Schiavone
Fred Thompson

Mansfield

Mary Anderson
Donald Metzendorf
Kathryn Pope
Earl Price
Jerry Williams

Youngstown

Lock Beachum
Thomas Calpin
Sara Fitch
Thomas Infante
Michael Lyden
John Remias
Donna Smyczynski
Pat Trell

Youngstown Diocese

Sister M. Catherine Doran
Wallace Dunne
Sister M. Rita Keller
Sister Place
Anne Reis
Margaret Shalmo

UNIT WRITERS - 1970

Akron

Pearl Drews
Dorothy Durkin
Geneva Gay
Hubert Kirkland
Annette M. Roman
Charles Teter

Canton

Norman Burch
Elizabeth Evans
Don Marshall
Helen Malone
Carl Schiavone
Fred Thompson

Mansfield

Mary Louise Anderson
Bruce Campbell
Donald Metzendorf
Kathryn Pope
Earl Price
Jerry Williams

Youngstown

Lock Beachum
Thomas Calpin
Sata Fitch
Thomas Infante
Michael Lyden
Donna Popney
John Remias
Pat Trell

Youngstown Diocese

Sister M. Catherine Doran
Wallace Dunne
Sister M. Rita Keller
Sister Janet Pedrotty, H.M.
Anne Reis
Margaret Schalmo
Sister Bernadine Jansen

APPENDIX H

Listing of Supervisors

SUPERVISORS

Mr. Thomas Calpin, Secondary Social Studies,
Youngstown City Schools

Miss Pearl Drews, Secondary Social Studies,
Akron City Schools

Sister Bernadine Jansen, Director of Elementary Education,
Director of Curriculum, Youngstown Diocesan Schools

Mrs. Helen Malone, Secondary Social Studies,
Canton City Schools

Mrs. Anne Martin, substitute for Mr. Calpin, summer, 1968,
Youngstown City Schools

Mr. Earl Price, Principal, Roseland Elementary School,
Mansfield City Schools

APPENDIX I

Listing of Secretarial Staff

SECRETARIAL STAFF

FULL TIME

1968-1969

Suzanne Cherry
Jacqueline Finley
Linda L. Moore

1969-1970

Suzanne Cherry
Kathleen Lyons
Danelia Tingler
Dorothy Zoruba

1970-1971

Adelgesa A. Chereck
Suzanne Cherry

TEMPORARY

1968-1969

Ann Louise Cass

1969-1970

Carolyn T. Biltz
Alice Ruth Bishop
Ann Louise Cass

1970-1971

Kathleen Glynn
Alice O'Neill
Melissa Patterson
Rita Soplata
Carol St. John

CLERKS

Karen Kaminski
William Stanko
Erick St. John

APPENDIX J

The FICSS Curriculum Design

FICSS CURRICULUM

August 1, 1970
Revised Curriculum

KINDERGARTEN

K-1 "New Faces and New Places"

Sociology
A. An introduction to schoolmates and our school
1. How do we feel as we come to school for the first time?
2. How do others feel?
3. What is a good group?

Psychology
4. What is emotion? How do we express it? When do we express emotion?

B. The geography of our school

Psychology
1. Places we might need to go and how to get there

Sociology
2. Important people and where they are.

K-2* "Me and We Power"

A. My individual worth
1. What I can do and can learn to do.
2. How learning helps increase my power.
a. Power is the ability to cause something to happen.
b. Communicating one's ideas to another is power (this may cause other things to happen).

B. The worth of a classroom of pupils.
1. What a group can do that an individual cannot alone. (constructive and destructive)
a. Groups: friends who build a snow fort. Group singing requiring cooperation and listering to one another to create a worthwhile product.

Sociology
b. Working together in school. People who know some things can help others learn (Such as teachers and pupils). Teachers work together to build on what a child learns in one grade.
c. What happens when someone in the group fails to carry his load? (role play)

K-3 "Who are We:

A. The cultural origins of all citizens of the United States.
1. Afro-Americans (using all other terms, too)
2. European Americans
3. Hispano Americans
4. Indian Americans
5. Asian Americans

Introduction to the major elements of the culture of these various groups of Americans. (Locating where they come from on maps, first the origins of class members, then expanding to include all listed.)

B. How do we feel about these groups of Americans?
1. Respond to pictures, stories, and community visitors from each fracto-culture.

K-4 "Holidays"

A. Holidays Americans all have in common.
B. Holidays celebrated by special groups.
1. Russian Christman, Chanukah, etc.

GRADE 1 About Me and We

1.1 Who Are We?"

An expansion of Unit K-3 including the cultural origins of European, African, Asian, Indian, and South American-Americans and adding:

Psychology
Sociology

A. How do we feel about who we are?
B. How do we feel about others (self-concept, group concept)?

Political Science

C. What power do we have now that we didn't have last year?
D. What power will we have by the end of the year?
E. What will we be able to do with this power?
F. Should everyone be like everyone else? Can they be?
G. Who determines what is "good" or "bad"?
H. Where did my ancestors come from?
I. How am I alike or different from my ancestors? (culture, customs, race,...)

1.2* "My Groups" (an introduction)

Family, neighborhood, school community, city (town or county), friends I play with after school, my class.

Sociology

A. What do these groups do for me?
B. Different ways of determining group behavior in each of these groups.

Political Science

C. Groups: What do they do for me? What do I do for them? Do I need them? Can groups change to help me? Can I change to help them? (family, school).
D. What happens if my group's rules are broken?
E. How do I feel toward authority figures (policemen, principals, etc.)

1.3 "Where I Live"

Sociology
Geography

A. Are the people who live near me like me? (economic, racial, and ethnic characteristics)
B. Are they different?
C. How do you explain the answer to A or B? (Can we live where we want to?)

1.4* Green Power: Food

A. Money. Where do I get my money

Economics

1. Where does my family get money?
2. Needs and wants.
3. Savings, etc.

GRADE 2 Me and We Power

2.1 Green Power: Clothing

An extension of the learnings initiated in Unit 1.4.

A. Fabrics
   1. Animal
   2. Vegetable
   3. Synthetic
B. Seasons, Clothing, and Fabrics
C. Sources of Clothing
   1. Stores
   2. Agencies
   3. Other sources
      (rummage sale, garage and porch sales, flea markets barter, hand-me-downs, pawn shops, illegal sources.)
   4. Differences among sources.
D. Styles
   1. "in clothes"
   2. "out clothes"
   3. Fad clothes
   4. Ethnic clothes.
   5. Special (uniform) clothes
   6. Brand name clothes
E. Procuring Clothing Wisely
   1. Value
   2. Costs
   3. Using Limited Financial Resources Wisely

2.2 Green Power: Housing

A. Why do we live where we live?
   1. Economics
      a. close to work, school, etc.
      b. cost
   2. Social and Political
   3. Kind of housing needed by my family.
      a. how our needs change
      b. how our neighborhood changes
      c. advantages and disadvantages of the suburbs.
B. Owning a House
   1. As a residence
      a. How do we buy a house?
      b. Why buy a house?
      c. What are the responsibilities of an owner?
   2. As a business
      a. Why rent out houses and apartments?
      b. What are the landlords responsibilities?
      c. How do landlords use rent?
      d. What can landlords do to keep good tenants?
C. Renting a Home
   1. Types of Homes--Advantages and Disadvantages
      a. Single family
      b. Single family converted to multi-family
      c. Two-family homes
      d. Two-family homes converted
      e. Apartments
      f. Trailers

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2. How does a tenant improve his home?
3. How to get a landlord to improve your home.

D. Public Housing
1. Built by the government
2. Characteristics of Public Housing

E. Urban Renewal (Case Study in Akron)
1. Sources of funds
2. Does urban renewal build commercial or residential buildings?
3. How to avoid the ill effects of some urban renewal programs.

2.3* "Green Power (Wants)"

A. Sources of income (newspaper route, shoeshine, cutting grass) welfare tickets, school lunches, full and part-time jobs, positive attitudes toward work.

B. How do we know what we can buy? (What is available to buy)
1. Commercials and ads on radio, TV, and in newspapers.
2. Our friends and groups (we want to have what they have or want)

C. How do we develop desires to own particular things?
1. What makes us want a certain brand? (Advertising...)
2. How can we tell if one brand is better than the others?

D. How do we decide what to buy?
1. Should we consider cost (in terms of giving up one thing in order to have another)
2. Qualities of the thing we want; durability, versatility...

E. Procuring for less
1. rummage
2. trading post

2.4. "Housing for Others"

A. Major U.S. city (Chicago, New York, San Francisco)

B. London and/or Paris, and/or Havana
1. Types
2. Ownership, rental
3. Renewal
4. Living conditions

GRADE 3 Power (At The Local Level)

3.1 "City Government"

The System: voting, public officials, services, Citizens rights (What to do if you get 'busted').

The Problems: lack of services, unresponsive police force, police brutality, stoning firemen, need playgrounds, poor housing...

How to Get Change: call city hall, councilman, ward meeting.

3.2 "Education"

The System: vote for school board members, rules, taxes

The Problem: old schools, books, vandalism, integration, bussing...

Value of: way toward economic and political equality of group and individual

How to Get Change: Vote for school board, parent-teacher communication, cooperative learning (peer support)

3.3 "Business"

The System: small business: loans, credit, number of employees. Large business: loans, credit, number of employees.

The Problem: few minority members hired, promoted, first to be laid off, some people have poor education and skills for available jobs, can't get into unions...

How to Get Change: ethnic ownership, cooperative ownership, picket (MacDonalds)

3.4 "Why People Resist Change"

Government: attitudes of police and other service agents

People: taxes, status quo, ignorance
Education: taxes, inertia

Business: high risk on loans due to riots, unreliable people, stereotype of people...

3.5 "People Power in Other Countries"

Mexico and/or Canada

Grade Four

MAN

*4.1 The Origins of Man

A. Where did man begin?
   1. How we know about primitive man
   2. African Man
   3. Java Man
   4. Peking Man
   5. Neanderthal Man
   6. Cro-Magnon Man

B. Origin of the Races of Man
   1. How races occur
   2. What the first man looked like.
   3. What race is <u>not</u>.

C. Today's Races (World View)
   1. Caucasoids
   2. Mongoloids
   3. Congoids
   4. Capoids

D. Races in Our Country
   1. Caucasoid
   2. Congoid
   3. Mongoloid
   4. How do races differ?

*4.2 The Cultural Backgrounds of Americans

This unit is designed so that various class committees would each explore the cultural background of one ethnic group of Americans and then share their findings with the rest of the class. It looks as the cultural backgrounds of groups of people who later came to the United States.

A. African-Americans
   1. Ghana (4 B. C. - 12 A. D.)
      History, political structure, life style, privileges of the king, rights of the people, culture, religion.
   2. Mali (c. 1200A.D. - 1450 A.D.)
      History, political structure, customs
   3. Songhay (c. 1468 - 1591)
      History, political structure, customs, religion.

B. European-Americans
   Government, people, customs, structure of society, religion, languages, food, economy, colonialism.

C. Chinese-Americans
   Government, people, customs, language, homes, clothing, food, education, festivals, types of work.

D. American Indians
Race, arrival in New World, regional habitats, and life styles, culture, food, government

E. Spanish-speaking Americans
1. Cuban Americans
Government, people, culture, races, life style, food entertainment, education, economy, social structure, emigration
2. Mexican Americans
(similar topics)
3. Puerto Rican-Americans
(similar topics)

4.3 The Multi-Cultural Strands of American Life (12 weeks)

A. African Americans

B. English Americans

C. Chinese Americans

D. American Indians

E. Spanish-speaking Americans

For each of the above sections the following questions should be answered:

1. How was the group treated by others?
2. How did the group react to their culture?
3. What portions of each culture has survived? Why?
4. What portions of each culture have been surpressed? Why?

4.4 Values of Diversity
Is the U.S. a melting pot? Do we want diversity or uniformity of culture? Why? How much diversity can we stand? How much do we need? Why?

Grade Five Power in Our State and Nation

*5.1 Politics

A. The System (state and federal)
Political-elections, making of laws, rural-urban representation, money to rural and urban problems National Guard, Highway Patrol, FBI, parties, primaries, taxation, welfare, housing.

B. Problems
Do minorities have power? Why or why not? (include prejudices and slavery)
What are the realities of the news media in shaping public opinion? Is taxation equitable?
Welfare - pollution - support of education and urban projects, housing

C. Factors Thwarting Change -- vested interests of politicians, businessmen, etc.

D. How to Get Change
Voter registration, information gathering groups, block voting, demonstrations, meetings, cooperation among state and federal agencies, lobbying....(case studies, Hatcher, Evers, Stokes)

E. How to Avoid Change
Parliamentary scuttling, filibuster, riders, "drag feet," "red herring"

*5.2 Education

A. The System
Board of Regents, State Board of Education, Superintendent of Instruction, Country-City-Exempted Village school districts, support of schools by local and state, education of teachers (federal school lunch program)

B. Problems
Prejudiced teachers, lack of state support, overburdened property tax, voter levy failure and results to school, decreasing property tax base, racisms, access to state universities....number of persons by race graduating high school, free school lunch program inadequate

C. Factors Thwarting
vested interests of "In groups"

D. How to Get Change
Parent concern and activism

E. How to Avoid Change
Fail levies, oust superintendent

*5.3 Social

A. Drugs

B. Crime (What to do if you get "busted")

5.4 Power Within Other Nations

A. Soviet Union

B. South Africa

C. France

Grade Six World Power

How International Affairs Affect Us

These units are not cultural in nature. They rather speak to the condition of people and the moral, military, economic, and political effects on people in our nation.

*6.1 Viet Nam (Laos)

A. Politics

B. Economy

C. Problems

*5.2 Middle East

*6.3 Czechoslovakia (1968)

6.4 Biafra (1968) and South Africa

6.5 Peru

*6.6 Nazi Germany

6.7 The Moon

Grade Seven How Organized Groups Function in Relation to Values

*7.1 Family

A. Structures - reasons for

B. Role of family in value formation

C. What norms and values are formed through the family

D. Problems in family structure - conflict of values?

7.2 Church

A. Structures in the United States

B. Role of religion in value formation

C. What values are formed through religion

D. Problems in church organization - conflict of values?

7.3 Labor and Business

A. Structures and how they evolved

B. Roles in value formation

C. What values are formed through economic organization

D. Problems - conflict of values?
corruption
control (laws)
tools (strikes, etc.)

7.4 Political Parties

A. Current structures

B. Role in value formation

C. What values are formed through political organization

D. Problems including response to pressure groups - conflict of values?

*7.5 Mass Media

A. Structures

B. Role in value formation

C. What values are formed through mass media

D. Problems - conflict of values?

7.6 Prevailing Values in Other Cultures: social, religious, economic, political

A. European example

B. Asian example

C. Latin example

D. African example

Grade Eight The Peoples of America

What do various ethnic groups contribute to American life? How do groups react to cultural exposure (withdrawl, desert old ways, reinforce culture, assimilate....)?

*8.1 Indians (4 weeks)

A. History (in United States)

B. Culture

C. Current problems of

D. Possible solutions

*8.2 European Americans (12 weeks)

A. History (cultural heritage, values, political and social history)

B. Culture

C. Current problems of

D. Possible solutions

*8.3 African Americans (4 weeks)

A. History

B. Culture

C. Current problems of

D. Possible solutions

Integration and separation, coexistence

8.4 Hispano-Americans (4 weeks)

A. History

B. Culture

C. Current problems of

D. Possible solutions

8.5 Asian Americans (4 weeks)

A. History

B. Culture

C. Current problems of

D. Possible solutions

8.6 America through Foreign Eyes (4 weeks)

How various world powers view problems in the United States

Grade Nine Economic-Political Realities of the Inner City

*9.1 Ecology and Health (4 weeks)

A. What kind of environment do people of the inner ciyt enjoy? What causes affect their environment? How does the environment restrict or enhance their life-style?
The system: factors which cause the environment
Problems:: air, water, adn noise pollution, rats, etc.
possible alternatives:

B. What level of health do people of the inner city enjoy? What is their life expectancy, mortality rate, infant mortality rate, etc.? How accessible are medical and dental services?
The system: How do people of the inner city get health care (and insurance)?
Problems: Insufficient care for the poor
Possible alternatives:

9.2 Income (6 weeks)

The system: Public and private sources of income
Problems: Lack of unskilled jobs, job discrimination, education barrier to attaining jobs, money drained out of ghetto, automation, tight money, depression, recession, inflation, unemployment, lack of insurability for ghetto business, dehumanizing welfare system
Possible alternatives: changes in welfare system, black (ethnic or local) capitalism, etc.

9.3 City Planning (6 weeks)

The system: How are city services provided? How is city planning accomplished?

How is city transportation designed and supported? How is zoning determined?

How are city codes made and enforced (housing pollution, etc.)

How is the city made responsive to the people? How not?

Is urban renewal necessary? How is it supported? What are its social, economic, and political effects?

How are highways planned; paid for? What are the economic and social effects of highways in urban areas: interstate?

9.4 Food Supply and Distribution (four weeks)

The System: Food production, soil bank, subsidy, food supply control for price support, surplusses and how handled, Federal and state controls, distribution: local, national, international.

Problems: income to farmer, inflation, surplus, waste, (communes in California live from discarded wholesaler's food), soil bank abuses by Congressmen, Estes case, hungry people in a land of surpluses. Possible alternatives...

9.5 Education (four weeks)
The system: What are the purposes of school? What do they really accomplish? How are school board members elected? How is the superintendent selected? On what criteria? Principles, teachers, books? What is the level of education in our nation? In the ghetto? In our city? Does the school teach relevant social studies? Why? Why not? How does the Soviet system work? What are its successes, failures?

Problems: Racism and achievement levels, relevancy, can the school be an organ for intelligent change or must it conserve the status quo?

Possible alternatives: local control, parent involvement, resturcturing tax base for school support, bussing, school integration...

9.6 Crime (four weeks)
The system: organized and unorganized crime and how they operate.

Problems: drug traffic, destruction of human values and the quality of life, misdemeanors, delinquincy, felonies, penal system, what to do if you are "busted". Proposed alternatives...

9.7 Urban problems in other nations (two weeks)

Grade 10 Political Economic Systems

*10.1 Political-Economic: Capitalism (8 weeks)

Introduction to Politics - Economic Studies

The basic questions of Political Science

The basic questions of Economics

Problem: (local and national), layoffs, recessions, waste, production to make profit or to meet needs? Welfare, foreign aid

Some possible solutions:
Negative income tax
Public housing
National welfare program

*10.2 Political - Economic: Socialism (including foreign aid) (6 weeks)
System: (Great Britain or Isreal)

Problems:

Some possible solutions:

*10.3 Political - Economic: Communism (6 weeks)

System: USSR

Problems:

Some possible solutions:

10.4 World trade (6 weeks)
Arms, World Bank, U.N., (foreigh aid form) balance of payments

10.5 Modifying our Politico-Economic Realities (4 weeks)
Need we produce for profit or needs?
What way for emerging nations?
Can systems be 'mixed'?

GRADE 11 CHANGE AND STABILITY PROCESS

11.1 (Mini-Unit) Problems (one week)
What are today's problems?
How are these brought to attention of American public?
Who brings them up?
Are their methods effective?

11.2 How are ideas of change and stability generated and communicated? (six weeks)
Through the Arts
Humor
Music
Literature
Art
Movies

11.3 How does media treatment affect ideas of change and stability? (eight weeks)
Newspapers
Magazines
Television

11.4 How do we prod the system to work for us? (six weeks)
Political Power--Process--Tammany Hall, Stokes, Voter registration.
Organizations--Birch, NAACP, BUS, Black Panthers, Peace Movement
Using Documents--Constitution, Declaration of Independence
Black Manifesto, etc.

11.5 Violent protest for change (six weeks)

GRADE 12 The Individual VS Forces in Society

The following units are to include the basic sturctures of each system and the interrealtionship between systems, problems, and possible solutions.

12.1 Government (six weeks)
The system" What are the various branches of government? Are they in truth independent? What legislative properties are possessed by the executive and judicial branches? What executive powers are in the hands of the judicial and legislative bodies, etc? What controls does the government have on the economy? How are these exerted? What effects do they have on business, industry, and labor, and the military? How is the government budget developed? How are priorities determined?...

Problems: Has the military lobby for the givernment to maintain itself? Does business lobby to maintain the awarding of military contracts? Is the U.S. being "forced" into supplying the world with arms in order to keep our economy healthy. Is business taking government for "a ride" (overrun). Possible alternatives.

12.2 Business, Industry and Labor (six weeks)
The system: The relationship of business to the military. How necessary is a war economy? To what extent are the achievements of science being sued for the benefits of mankind? What is the function of advertising in the American economy? What are the effects of the trends toward conglomerates? What are the political effects of big business and big labor? How does big labor operate? Is it responsive to the needs of the workers? How does labor interact with business and industry and the military? To whose advantage in an anti-ballistic missile system?

Problem: Is labor responsive to the worker? Does business and industry thrive on war? Is science the mistress of business and industry and the military? Possible alternatives...

12.3 The Military (six weeks)
The system: The structure of the military, civilian control, Congressional REview, "Classified Information", National Security, the "military point of view".

Problems: History of the draft, effects on economy, effects on government, effects in determining foreigh and domestic diplomacy, effects on Foreigh Policy.

How real is the possibility of Congressional REview and control of military expenditures, overrun, low bail estimates of the military expenditures for the development of mew military weapons, secrecy surrounding military operations and the responsiveness of the military in operating in accord with public demands. Possible alternatives...

12.4 The Church (four weeks)
The system: The church as social and political and economic institutions. Sturctures of the Church. Holdings of the churches. How the church is viewed by various groups.

Problem: The church is irrelevant to the live of the inner city. "The Church is the opiate of the people." The Church should pay taxes. The Church related schools should receive government funds. Possible Alternatives...

12.5 Education (four weeks)
The system: How schiils function. How various school officers are elected and selected. How teachers are selected.

Problem? How to raise the quality of education? What is taught in inner city schools? White racism. Local control; what is the effect of bussing? Who should be responsible for the assignment or reassignment of teachers? Why should people choose to teach in the inner city? Should tax money be given to a family for education in the school of their choice? Private industry in the education business.
Possible alternatives...Business operated schools, private schools in competition with public schools for monies.

12.6 Organized Crime (four weeks)
The system: The major crime syndicates, their areas of operation. How they exist outside the law.

Problem: The toll upon human lives, economics and politics.
Possible alternatives.

APPENDIX K

National Consultant Reports

AN EVALUATION

OF PROJECT FICSS UNITS

Submitted by

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April 15, 1971

EVALUATION OF PROJECT FICSS UNITS

This report is based upon an intensive reading of the following documents supplied by Dr. Melvin Arnoff:

- Curriculum rationale (Nov. 16, 1970)
- FICSS Curriculum (revised August, 1970)
- Twenty-six "keystone" units (list attached)

In addition I spent the morning of April 15, 1971 with Dr. Arnoff asking questions and getting clarification of items unclear in my mind.

Dr. Arnoff asked me to answer three main questions, each containing a number of subordinate questions. They are:

1. How well does the curriculum design meet the needs of inner city youth?
2. How well do the units carry through the intent of the design?
3. Does the proposed teaching strategy appear appropriate for inner city youth?

Before answering these questions, it would be best for me to lay out clearly my biases about inner city kids, social studies, the use of curriculum materials and teaching strategies. I think it is best that the reader know what direction I am coming from. Guessing games leave most people dissatisfied; I want no games.

First, inner city kids. The term means, to me, low-income, working class and welfare families of minority background. Thus, a diversity of living styles, hopes, strengths and weaknesses should be apparent. Among poor children there is a diversity of intelligence as well as learning styles and speed of learning. That one must say these things in 1971 speaks to the thick underbrush of rhetoric and social science formula that obscure the diversity of inner city youngsters. Given this diversity, most inner city kids will, I think, respond to certain kinds of material and instruction more favorably than other kinds of material and instruction (what these differential factors are will be specified in other parts of the report).

Second, social studies. I feel most strongly that the content areas of the social studies should be vehicles for intellectual skill development. If pushed, I would lean toward kids learning the basic questions of a discipline and, more important, the valous ways that knowledge is dealt with. Thus, in history, for example, how evidence is used, how certain kinds of problems re-occur, and means of analyzing these problems are more important than a chronological development

of past events or assimilating a large body of historical information and concepts.

Third, curriculum materials. A curriculum, containing a set of experiences usually called units (i.e. curriculum materials) is a tool in the hands of a teacher. A curriculum K-12 or even one grade's worth is not an end in itself; it cannot be teacher-proof or even intrinsically effective. What makes the difference is the teacher and how he uses the units. The margin of effective change in education available to curriculum designers is to construct a teaching strategy and develop materials that will play to the strengths of youngsters while building and reinforcing a broad range of intellectual skills and abilities. More of this later.

Finally, teaching strategy. An effective strategy is linked very closely to how kids learn, in general, and what differences exist, if any, among low-income children. It has to be rooted in the teacher's awareness of the inner city as well. As stated earlier, the teaching strategy should maximize the teacher's strengths as well as the children's. The central role of the teacher--not necessarily meaning the teacher is front and center all the time--has special significance for low-income youngsters according to the Coleman data, many recent studies and, if I may add, my own experience.

It is from these biases (unfortunately there are few facts available in these areas) that I answer these questions.

1. How well does the design meet the needs of inner city youth?

The major problem in answering this question is that at no point in the design is the phrase "inner city" defined or the population described. I could not decide whether the designers meant "inner city" as a place, a condition or a short hand term for certain kinds of kids.

Occasionally at different points in the design, discrepancies between inner city children and other children are implied but remain unspecified (See Curriculum Rationale, item 1 in first paragraph). Yet "Selected Criteria for the Selection of Social Studies Content" (Curriculum Rationale, p. 5) assumes that inner city kids are like all other kids in terms of academic skill development, learning style, conceptualization, etc. I raise the point of definition because I feel it is crucial for designers to specify exactly who are the clients of their curriculum materials. In most systems of curriculum design, these "antecedent conditions" are important (See Irving Morrissett and Williams Stevens, Jr., "A System for Analyzing Social Science Curricula," EPIE Forum, December, 1967 and January, 1968). Their absence is unfortunate.

Without precise information on the population or exactly which needs, emotional, intellectual--felt or expressed--are being aimed at, I cannot fully answer the question.

For what I see as the needs of inner city youngsters may not be the same as the FICSS designers. Even were we to agree upon these needs, I might rank certain ones, e.g. intellectual skill development as of more pressing importance than others favored by FICSS, e. g. self concept.

What I can respond to is how closely the curriculum design meets the needs of inner city children, as I see them (for a more elaborate treatment of this point, see chapter 1, "The Children" in To Make a Difference).

The goals of the design listed in the curriculum rationale would be applicable for all kids, it seems to me. If they were chosen for inner city kids, I assume it was on this basis since no other explanation was available. What is missing although portions are subsumed under content goals is the express objective to develop, improve, and refine intellectual skills. This I see as a prime need of inner city kids. Units deal with some of these skills so I assume they were considered important to the designers. Yet such an aim is absent from this list.

In the "Selected Criteria for Selection of Social Studies Content," there is no rationale rooted in inner city kids' strengths as learners. We know, for example, that curriculum materials that focus upon people and their problems, especially minority group members, contain conflict, as specific and structured seem to have a better chance of grabbing youngsters than abstract, bland and unstructured material. Research evidence seems to bear this out. This could provide such a rationale, one is forced to guess. The concept of conflict is present in the criteria as is ethnic content. Fine. Others of the criteria, however, may well be rooted in the needs of inner city children. But until more information is presented, I can not see how these are appropriate for the inner city.

The portion of the design labeled "Elements of a Curriculum Design" puzzles me since I am not sure what its function is. Some items indicate learning theory (items 1, 4, 5) while other items suggest strong preferences. The problem, again, is that no explanation is offered to justify these statements in relation to low-income, ethnic kids. Why, for example, should there be "inclusion of the viewpoints of the five major racial groups at each grade level?" Will this lift self-concept? Just to be democratic and nice? Why?

Another puzzling thing about the design was the rationale for inclusion of units at particular slots between K-12. Again,

because no explanation is given, I can only ask questions: why are units on government, each lasting 6 to 8 weeks, located at the 3rd, 5th, 7th, 10th, 11th and 12th grades? Are there learning theory reasons? Is it happenstance? Why are separate units on black people located at Kindergarten, 4th and 8th grades and not at the senior high level? Why are there five units on education stretching from K-12 at three year intervals? Why two units on the family, one in the 1st grade and one at the 7th grade? The point of all these questions is that I could not locate a rationale for scope and sequence beyond the occasional statements under "Selected Criteria" and "Elements." While it is useful to say that at each "grade level there will be repetition in a new context of a significant ideas concept," there is no supporting evidence for doing it. Because of this lack of explanation, I got an impression of randomness, a feeling that unit placement and grade curriculum was more a reflection of interests and strengths of designers than the needs of inner-city kids. I hope I am wrong in my feeling.

The design is strong in getting kids to generalize and equipping them with an armful of concepts and specific bits of information. From what I have read in the literature, however, dealing with complex abstractions at the primary level may be too premature in terms of the child's intellectual growth. Obviously, I am not speaking of the glib recitation of profundities by 7 year olds; such stuff is seldom understood by the kid and is play-acting adults. If this generalizing is too premature for middle-class youngsters, it is especially so for poor children who arrive at school rich in certain experiences but with little practice or skill in generalizing. Consider 1.4 "Green Power" where the manual, while cautioning the teacher to encourage pupils to develop "one or two generalizations from their own reasonings," pushes for such abstractions as...

- Money is a medium of exchange, a store of value and a measure of value.
- The real cost of the goods and services produced is the value of the things that are foregone.
- "There is no society without methods of production, distribution, consumptions and some form of exchange." (quotes in original but source unidentified)

While I cannot speak with certainty on this point, I urge you to examine the possibility whether the intellectual skills required in the early grades are indeed viable ones given the various mental stages that youngsters progress through. My understanding of Piaget, and I admit it is imperfect, is that kids at this age cannot make the intellectual leaps you are proposing especially with the materials which are non-manipulative and basically readings. If I am in error here, I think the design should indicate in some depth why Piaget, Bruner or whatever authority you may use make this presumption of intel-

lectual abstracting viable at these years. All I get is a passing reference to Piaget which I feel is insufficient.

Related to the issue of abstractions and stages of intellectual development are two points. First, my experience has been that the inductive strategy of moving from the specific to the general offers great promise in working with low-income youngsters. This is, indeed, present in much of the design but it is not systematic or comprehensive. Take the three 10th grade units on Capitalism, Socialism and Communism. They move from the theoretical to the specific. If my past experience is any guide, this will turn off students mainly because their learning style is inductive.

The second point is that short, cohesive and succinct units that have a difinite beginning, middle and end seem to have greater impact upon kids than long--four weeks or longer--loosely structured and diffuse units. Many of these units suggest six to eight weeks of study.

A last point. A main strength of the design is the attempt to give it a "here and now" flavor. Rooting content in the present and dipping back into the past has had positive response in many inner city classrooms. The danger here, of course, is getting dated. What is current one year is passe another. I had this dated feeling with Czechoslovakia and drugs although the latter would have appeal much longer.

2. How well do the units carry through the intent of the curricular design?

If one aim of the design was to include controversy and contemporaneity, certainly a number of units do exactly that. In terms of content only, "Military-Industrial Complex," "Pollution," "Viet Nam," "Drugs and You," and "Housing," deal directly with front page news. Ethnic content is liberally laced throughout the curriculum although it ebbs considerably past the 9th grade. Many opportunities to include reference to ethnic groups, their problems and concerns slipped by as, for example, in 11.1 "Stability and Change" where the civil rights revolution and the black movement are not even dealt with. Yet Martin Luther King, Jr., Claude Brown (why him?) and others are covered in the next unit but in the context of getting change. Thus, a splendid chance to put ethnic content in historical perspective, i.e. Declaration of Independence, revolutionary change, etc., was lost. I do feel that more ethnic content and inner city connections could have been made in the units. In unit 5.2 "Education and Values" there is no examination of the inner city school as an institution or of the poverty as it effects schooling. Covering the Job Corps, VISTA and OEO does not, in my opinion, constitute covering the inner city.

In the unit on Socialism reference to blacks involved in utopias and socialist efforts were omitted as were references to the inner city insofar as pollution was concerned.

I suggested earlier that government and education have been, in my opinion, over-emphasized and have not been treated in the cyclical, ever deeper and broader, manner promised in the design. Consider the 12.1 "Government" unit which I feel repeats much of what is in the 5.1 unit. Since all I have to go on is the outline of content proposed by the designer, it appears to be the conventional sort of content usually covered in the senior year. Instead of having a certain set of concepts which are developed and refined systematically, I got the feeling it was a hit or miss operation insofar as covering something called "government." There didn't seem to be a logical sequence between government in the 3rd grade; state and federal government in the 5th ("Politics" in the Rationale but "Government" on the unit); "Political Parties" in the 7th, "Capitalism" in the 10th, "Getting Political Systems To Work" in the 11th and back to "government" in the 12th. With some effort, I can figure out a connection but if kids are to learn, shouldn't such interrelationships be more obvious? And if the teachers are to use the curriculum shouldn't it be more self-evident?

An area of content that was underemphasized especially because of the teaching strategy used, was a study of groups at work. The only place I can find material that deals directly with groups is in the first and seventh grades. Given the total commitment the design has to a teaching strategy stressing group work, content should reinforce the approach. Say, for example, the intensive study of the family as a small group (part of this is in the 7th grade unit), the kibbutz (it is covered in the "Middle East" but in a different context), and the present day communal movement. Leadership, authority, cohesiveness, similarity-dissimilarity--all key factors in small groups should be studied in an effort to improve individual performance in groups. Teaching kids to use Bales Interaction Analysis scheme doesn't seem far-fetched, again, if kids become increasingly sophisticated about the group process and gain experience in its analysis.

Some units stumped me, if for no other reason, than their lack of observable sequence. "Clothes" comes to mind; "Drugs and You" has a tenuous connection to the rationale for the 5th year and the tenuousness reveals itself with the outline of content which is solidly factual information.

And this brings me back again to the point of rationale, but this time in reference to units. I think it is incumbent upon curriculum designers to share with potential clients, in this case the teachers, what the reasoning is behind a string

of units in a particular grade and the reasoning behind a particular unit. This is my bias. I'm big on rationales because it is here that flaws in logic and irrelevance reveal themselves. I missed these rationales.

Yes, in some cases there was a paragraph or two, but in most cases only a sentence carried the burden of explaining. Serious questions were raised: K-2, K-3, and K-4 do not seem interrelated; as discrete entities I understand them but not in sequence. In the first grade, there is an inexplicable jump from 1.3 to 1.4 in subject matter. And what is the rationale for using "Clothes" and "Food" as units? In the 9th grade, there doesn't seem to be any logical sequence in proposed units; the only thing that holds them together is the umbrella phrase--urban problems. Was this planned?

3. Does the proposed teaching strategy appear appropriate for inner city youth?

As a teaching strategy, there is no doubt in my mind that this approach is both valid and appropriate. I have used this inquiry tactic on numerous occasions with reasonable amounts of success with most--but not all students. It maximizes interaction; it forces the kids into different roles, i.e. researchers, organizers, and presenters; it encourages peer learning. Great. As a teaching strategy it can be exciting. But as the teaching strategy for each unit in each grade for twelve grades such a strategy would be a disaster.

Reasons:

. There is no one teaching strategy that will work with all disadvantaged students. From the recent report on curriculum research on the disadvantaged undertaken at the University of Georgia (See "The Colleague", Newsletter of College of Education, University of Georgia, Vol. 1, No. 8) the chief investigator found: "Either inductive or deductive strategies can be used successfully in teaching the disadvantaged." My experience fully supports that finding. More important is that mixed strategies become essential since concepts and skills have to be gotten at several times in several different ways. Remember that a diversity of learning styles among youngsters requires a similar diversity in teaching strategies. What condemns the traditional manner of teaching was its over use; using lectures--ten to fifteen minutes at a time followed up by other activities can be as effective a tactic as grouping, depending upon what you are after. The point of all of this is to stress the necessity for mixed teaching strategies--both deductive and inductive. Marriage to one approach,

to my knowledge is not supported in the literature or in my experience.

- Variety, change of pace and changing roles of the teacher are necessary in the classroom. A single strategy could, after a time, become as routinized as to suck out all the vitality this strategy already brings to the classroom, if used sparingly.

Let me go through the teaching strategy, step by step, and comment upon each phase as it relates to the units I examined.

MOTIVATION

This is the first step that initiates the sequence of activities that immediately follow. It is essential to build interest and let it snowball into activity. It should be more than gimmicry which, after all, only gets attention. The trick is to stimulate curiosity and let if flow into the substance of the topic under consideration, not have fun and games. Of even greater importance is that motivating activities must also have sufficient energy to generate the necessary questions and keep them on target so that the committees that emerge bear some resemblance to the anticipated ones created by the designer.

For some units, the motivating activities met the above needs. In 8.1 "Indian Americans," FICSS-prepared materials looked sharp, at least on paper. Or in 1.4 "Green Power," a skit that will raise some key questions was included. The same for "Housing." A number of units contained some imaginative openers. But I did notice a flagging of imagination as the curriculum moved into the upper grades. The gimmicks of scrambled letters and words, displays, etc., and other elementary classroom devices were used more and more. They began to hit me as stale jokes hit an eager audience.

Bulletin boards had an exaggerated role in stimulating interest; they just won't carry the weight that designers hope for. So that in 11.2, the sequel to 11.1--the designer says, almost hopefully, "Since the unit follows the first eleventh grade unit directly, there will be less need for elaborate introduction. The bulletin board now should stimulate interest...." The opposite is true. The longer the unit, the more need for motivating activities that grab students. Have the designers forgotten that inner-city schools are coercive institutions forcing kids to sit in classes? Motivation is a necessity. To think that kids that trail into a classroom are going to eagerly rush to the bulletin board seeking out what's on it, is, I feel, unrealistic and a shade naïve. My experience contradicts this approach. People-centered motivation--skits,

films about people, role-plays, etc. work far more effectively than bulletin boards or such devices. For me, the nadir was hit in units like 6.2 "Middle East" where the designer asks for students to bring in articles (how they were to be motivated to do this prior to unit was unexplained) and post them on bulletin board "along with pictures and maps showing various aspects of the Middle East." After kids have looked at the board and "a large relief map" they will "raise questions about the Middle East's problems...." I wonder what experiences the designer had in a classroom to think that this would whet kids' appetites for more knowledge about the Middle East.

Motivating activities, as the first step in a chain of related moves, are crucial and therefore must be planned in relation to what connects with inner city kids. We know that conflict and people-centered activities have a greater possibility than other kinds of approaches. These, I feel, should be stressed.

RAISING QUESTIONS

As the next step, it is assumed that kids will be cranked up to ask 40 to 50 questions on the material. These questions are the raw material for the remainder of the teaching strategy. Usually, this step is related to how well motivated kids are. If they aren't, this step dies and the teacher usually ends up listing what he thinks is important.

CATEGORIZING QUESTIONS

This is a difficult skill; looking for similarities, and must be taught to kids. I saw only one unit that provided for such help and that was 1.4 "Green Power," p. 14. Categorization is the pivot for the unit since committees are based upon the groupings kids come up with. For K-4 kids to categorize questions--abstractions on top of abstractions--well, again, I'm not sure. Junior and senior high school students, I do know, have a tough time with it unless they have had extensive practice in doing it. My suggestion is that directions be given to teachers as to how to help kids gain the skill of grouping similar subjects.

Of even greater importance and a basic dilemma to this particular teaching strategy is that a curriculum designer has to anticipate the categories kids will come up with. Now, even though there is a disclaimer that the teacher need not be held to the categories outlined in the unit, the knowledge objectives, generalizations, skills, attitudes, and kit materials are based in one way or another upon the content outlines and committees suggested by the designer. Thus, a designer should be reasonably informed about inner-city kids, their classrooms,

learning styles, etc. in order to make reasoned estimates on possible groupings. Knowing that no one, regardless of how experienced he could be, would be able to predict with 100% accuracy, still there should be a rough correspondence between what designer anticipates and what kids come up with. Without knowing what happened in classrooms, I would guess that in a number of units there was a rough congruence between what was planned and what happened. But I was concerned by the number of units that had weak motivating activities, made the disclaimer and then said the groupings are "plausible." In 11.1 and 11.2, given the opening activities, I doubt very much whether kids would group questions as designers did. The same can be said for Socialism, Capitalism and Communism where the groupings seem to reflect the teacher's desire to logically deal with content rather than a "plausible" guess at what kids would categorize. A final example: In 6.2 "Middle East," the grouping would be virtually impossible for kids to create since the opening activities don't even deal with the categories that are suggested.

All of this produces a bind for the teacher using the unit. Should I use the categories kids come up with? If I do, will I need more and different materials? Will the groups kids come up with achieve the knowledge and attitude aims of the unit? And what about the generalizations? All of these are valid questions. This tension between content and strategy arise repeatedly but with little direction given to teachers as to what might be done.

FORMATION AND INSTRUCTIONS TO COMMITTEES

Here, the groups gather and divide up work. Every unit has the same instructions. Yet, the quality of group work will differ from elementary to secondary students. In short, there is no sequencing, no systematic development of group process skills. It is, I feel, unreasonable to expect 12th graders to go through the same stages they did in the first grade in forming a group as well as working on it. Presumably, this would happen if the design is ever implemented across the board. Such issues as how to deal with group conflict when it arises, the stubborn kids who don't want to work in groups and the continual goof-offs are not mentioned as far as I can see. There are bits and pieces scattered through the various units that speak to the teacher about this phase of the strategy. Such direct talk with the teacher is, I feel, necessary. In 6.1 "Viet Nam," in 8.1 "Indian Americans" and "Czechoslovakia" (p. 13) there are paragraphs that deal with pieces of the strategy. There is little doubt in my mind that much learning goes on at this step of the strategy; it would be most useful for the teacher using the unit if direction were given to him. Finally, I saw no evidence of helping teachers to assess what happens in groups. No instruments that could help the teacher

analyze the group process as it occurs in the committees.

INFORMATION RETRIEVAL

This is probably the weakest portion of the strategy since there is so little in the curriculum guide (and basically that is what these units are) to assist teachers in helping kids acquire the skills necessary to research, collect and organize data. Kids have to be helped to do this. In 2.3 "Wants and Needs," there is a short note to teachers that says, "The inexperience of the student at this age level will of necessity mean that the teacher will have to improvise..." (p. 12). Yet in the previous grade, 1.4 "Green Power" the same section has the designer saying: "Teachers should help children learn to...." A whole list of data gathering skills are listed. Exactly what can kids do and not do at this age? A point mentioned earlier in relation to stage of intellectual development. It is a key question and should be dealt with candidly. The skill development potential is enormous here, but it is not adequately dealt with or, again, sequentially organized from K-12.

REPORTING ACTIVITIES

This phase of the strategy is the concrete payoff for all the researching and organizing of data carried on by each committee. It requires extensive group solidarity to produce its best persons as presenters or, at the minimum, much coordination for a group report involving all members. Verbal skills, confidence, and a host of other skills are required by kids at this stage. It is also the time when standards of performance are created by the class and teacher or by the teacher himself. These standards can be then used to make judgments about the presentations. Here, then, is the spot when the class can develop its own evaluation skills by assessing classmates' reports. For inner-city youngsters whose supposed strengths are oral skills and where confidence is so important, this phase of the strategy assumes even greater importance. Nowhere, unfortunately, did I see an awareness of how critical this step is.

Unless a great deal of time and effort is spent in teaching kids all of these skills in reporting, the time can become an incredibly monotonous round of written reports read to slumbering, uncaring classmates. This I had to discover myself in my own classroom. The tendency toward such dull reporting which inevitably places the rest of the class in the role of passive listeners is reinforced by the unusual reliance of content outlines upon factual information.

Reporting activities in each unit, for the most part, are

not matched to each committee but represent a hodge-podge laundry list, seldom rising above the run-of-the-mill curriculum guide. An exception to this like 5.3 "Drugs and You" which dealt with reporting to the class in a manner of diversity and imagination should be compared to 12.2 "Business, Industry and Labor," which I feel is closer to the norm. From that unit:

- Have students give oral reports or participate in a discussion of committee topics
- Have students prepare a management or labor-oriented magazine for their employees or membership (this is an incredibly difficult suggestion and should be elaborated upon--Cuban)
- Maintain a bulletin board...
- Establish a vertical file for the library on lobbying tactics...

Another problem presented by these reporting activities is that they capture, at best, only a slice of what a committee learned. Thus, sharing--even when presentations are excellent is minimal. Classmates listen. The Overview, apparently, will compensate for this.

This stage, I feel, requires far more conceptual development as to what can be achieved and, especially, more concrete directions to teacher as to how kids can develop and strengthen all the skills necessary for effective reporting to the class.

OVERVIEW

At this point in the strategy, the skills required of the teacher are many. He must be able to integrate diverse information presented by the kids and through discussion with the whole class have students see interrelationships. From these discussions, generalizations and hypotheses should emerge. Structure for discussions is supplied by "big" questions. My guess, and it is only that, is that these questions are too "big"--given the nature of activities performed by the kids up to that point. Classroom evaluation would prove me accurate or inaccurate on this guess. The "big" questions that are listed, again, are unsequential and, to me, appear like shotgun blasts. Questions range from recall--"What aspects of capitalism are still retained in the economies of socialist countries?" "What are some of the major governmental policies that have affected the Negro's role in society?"--to judgment questions as: "Has socialism been successful in those countries that practice it?" "Why do people act with prejudice toward others? Is it right?" Such "big" questions are all mixed up.

I assume that "big" is a shorthand word for upper level intellectual skills such as interpretation, synthesis, evaluation, etc. (See Norris Sanders, Classroom Questions.) The unit on "Housing" showed an awareness of differences among questions and had a thoughtful paragraph to the teacher in it. What surprised me was that 1.2 "My Groups," 1.4 "Green Power," and 2.3 "Wants and Needs" do not even have this portion of this strategy. "My Groups" has nothing after the content outline. Is there a reason for this?

DEVELOPING GENERALIZATIONS AND HYPOTHESES

As I understand this phase of the strategy, it is "to study information presented to discover some basic principles of the social sciences which may be operant." My traninig is in history. Reaching generalizations through inference or intuition is certainly valid but the critical follow-up step is to test and verify the generalization so that it can have predictive value. I don't see provision for that at all. Perhaps you are using another definition or another methodology. Also, hypothesis, another type of generalization, is usually tested against available evidence and then accepted or rejected. If I am correct--and it is possible that I am using a discipline that the designers did not--then having this step of the teaching next to last without any follow-up is contrary to the critical thinking skills posted in the design.

As for the generalizations themselves, I mentioned earlier that many units had quoted statements without listing sources; this is sloppy and should be corrected. Moreover, I felt that in some units, statements called generalizations were value judgments or simple assertions. In 5.1, numbers 44 and 45 are value judgments; in 8.3, number 28 is an assertion; in 2.2, numbers 10, 11, 12 are normative statements, not generalizations. In the same unit, 21 and 23 contain sufficient qualifications to undermine it as a generalization; similarly, in the same unit, 26 is a value.

In other units, generalizations were unrelated to the content. In 5.2, numbers 1, 3, 5, 7 seemed to be unconnected; in 12.1, the whole first page of generalizations could not be related to the content; in 9.1, number 9 doesn't connect up with content.

CULMINATING ACTIVITIES

For those designers who thought about it, these activities aimed at synthesizing information and concepts. Sadly, most of these units had this phase of the strategy as a variation of the reporting activities. See 5.3, 9.1, 8.3, 12.3 for examples of this. 12.3 has two most trivial suggestions.

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Summary and Recommendations

As an attempt to construct a K-12 sequential curriculum for inner city children, FICSS certainly has carved out one of the most formidable tasks confronting designers in the field. Similarly, FICSS has tackled a neglected population that heretofore has been shamelessly ignored. For both of these efforts, FICSS should be commended; this work has opened up areas that I hope others will pursue. But effort and intent, as all of us know, are far removed from execution. And as I have indicated, there are, in my opinion, some major flaws in the design and construction of units. A summary with recommendations follows:

1. The design is deficient in describing the target population for whom the material is aimed; furthermore, an analysis of the target population which is essential for selecting content and teaching strategy is missing. Thus, the major flaw--no relating of design, content and strategy to the kids.

   RECOMMENDATION: An in-depth analysis of what inner-city means, the strengths, weaknesses and learning styles of children. Such an analysis combined with the existing analysis of social studies instruction would then become the prime rationale for choice of content and teaching strategy.

2. The design is weak in explaining why content appears where it does. If placement of content is relating to learning theory and the nature of the target population, then such explanations should be apparent and present to the reader.

   RECOMMENDATION: Each grade should have a well-developed rationale connecting up, again, kids, learning theory and content.

3. The teaching strategy dominates the design. In this particular case, such domination presents a serious problem. First, because it is a strategy that is forcefully recommended for all units, without any supporting evidence that such a sole strategy fits inner city children. Second, because there does not appear to be any concerted effort to develop a sequence of cognitive skills from K-12 nor is there a sequence of experiences in the group process, each getting more complex as the student matures. Third, because one element of the strategy--establishing of committees

based upon categorizing of questions--could well turn around the knowledge objectives, content outlines, generalizations and thrust of the unit if kids choose groupings that were not anticipated. The one-line encouragement to readers about kids choosing other possible groupings is weak in the face of the bulk of the unit, including the Kit, being premised on the choices of the designer. This is a real dilemma that has to be faced up to.

RECOMMENDATION: Either a convincing rationale grounded in the literature on learning and the disadvantaged be presented that would justify complete dependence upon a single strategy or a re-thinking of what exists toward a multiple teaching strategy. I would, of course, lean toward the latter.

4. The role of the teacher in this teaching strategy permits him to be the resource person, consultant, coach all rolled into one. Fine. This is a necessary corrective to the pound-it-into-them traditional role played by social studies teachers. But for inner city children, more than one role is needed. Student expectations about the role of the teacher, the kinds of influence that a teacher can bring to bear upon kids, and the kinds of skills that teachers want to develop and reinforce call for the teacher to play a range of roles stretching from the tradidtional authority figure (but not necessarily authoritarian) to the role contained in this particular teaching strategy. In other words, the teacher's influence must be direct as well as indirect; more than one role is called for.

RECOMMENDATION: Multiple teaching strategies be considered which permit the teacher to exercise direct as well as indirect influence.

UNITS EVALUATED

12.3 Military-Industrial Complex

12.1 Government

11.2 Stability and Change: American Life Style

11.1 Stability and Change

10.2 Socialism

10.3 Communism

10.1 Capitalism

9.1 Pollution

8.3 African Americans

8.2 European Americans

8.1 Indian Americans

7.4 Role of Political Parties

6.3 Czechoslovakia

6.2 Middle East

6.1 Viet Nam

5.2 Education and Values

5.3 Drugs and You

5.1 Government

4.2 Cultural Backgrounds of Americans

4.1 Origins of Man

3.3 Business in Our Community

3.2 Education

2.2 Housing

2.1 Clothes

1.2 My Groups

1.4 Green Power

A CRITIQUE OF PROJECT FICSS

Submitted by

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New Paltz, New York
April 30, 1971

CRITIQUE OF PROJECT FICSS

Before dealing in specifics, we would like to state that this is one of the most forward-looking courses of social studies of its kind that we have seen to date. These courses of study deal with important social issues of our time in a direct, uncompromising manner. It is hoped that the comments we have made will be interpreted in a positive and constructive light.

Upon reviewing the curriculum, distinct impressions and questions came to mind that may be useful to you and your staff. Listed are questions we have attempted to answer in this critique:

1. How well does the curriculum design meet the needs of youth in general?
2. In what areas is the design especially strong?
3. What topics seem to have been omitted?
4. What biases, justified or otherwise, seem to inherent in the design?
5. How can the design be improved?
6. Do the units carry through the intent of the curriculum design?
7. Is the content consistent with the design?
8. Are there portions which have been overemphasized? Overlooked?
9. Evaluation of the teaching strategies:
   --appropriate for inner-city youth?
   --adaptable for a variety of teaching strategies?
   --appropriate learning activities?
   --inclusive of resources?
   --are there apparent biases in resource selection?

First, we would like to deal with certain overall FICSS considerations. With regards to the concept of curriculum itself we suggest a positive re-examination of its definition and application for FICSS. There is an implied equation that the Course of Study equals the curriculum. We all realize, of course that the social system in which the "course of study" operates is really "the curriculum". That is, the actual "curriculum" of a student is the reality in which he participates. In a classroom situation, this is particularly dependent upon such factors as teaching style, type of organizational system of social control utilized, etc. In addition, this social system is a stronger transmitter of values and attitudes than the course of study. In the words of Marshal McLuhan, "the medium is the message" and in this case, the social system of the learning unit is the medium. Such considerations as what role the learner does or shall play in the learning context in order to facilitate FICSS deserves further delineation. A concern of ours is that FICSS, as an "across the board" approach for both the teacher and learner, might result in miss-matches between learning styles and teaching styles. Our sense of it is that FICSS will work well with certain teachers and certain learners depending on their teaching and learning styles respectively. Perhaps by recommending varying techniques in handling the curriculum to account for variations of the key par-

ticipants in the learning process (i.e. teachers and students) the results could be more beneficial. As an alternative or temporary measure to tailoring the curriculum to different approaches, it may be desirable to identify which teachers and students would best function under the existing format of the curriculum. We would hypothesize, for example, that at present the inductively-oriented teacher and student would best fit this curriculum. Without such careful consideration of "who" would best profit from this approach, it is possible that the other problems manifest in today's educational system would dwarf its valuable contribution, and a curriculum of such apparent quality deserves every chance of reaching the children.

For a valuable aid in diagnosing various teaching and learning styles we suggest the work of David E. Hunt who has gained recognition in determining the conceptual stage in learner development.

Commensurate with greater qualification of application, certain affective techniques should be explored in greater depth for FICSS which could help the learner cognitively. While the balance of the cognitive and affective domains is good, suggestions offered by George Brown in Human Teaching for Human Learning may be of use. Brown uses the affective approach to make the cognitive learning more salient. We would also suggest Toward Humanistic Education: A Curriculum of Affect, by Gerald Weinstein and Mario Fantini.

Concerning the relationship between the learner and the curriculum, there was a statement which we are sure was not meant as it reads: "The ideas themselves deserve capable, interested students." This was found in the 12th grade unit on government. This statement implies that the learner is expected to adjust to the material, or that the learner must prove himself worthy of the content of the unit. It is, of course, a minor statement but nevertheless, one that should be avoided.

Also, we foresee one possible problem that could develop as a result of the explicit nature and nomenclature of this curriculum. Designating the curriculum as an "inner-city" design exclusively may draw negative reactions from some minority groups in this location for the following reason: some of these groups may be sensitive to being treated "differently" from the white majority. They may detect condescention in having a "non-standard" curriculum.

In order to forestall such an anticipated reaction, we would like to suggest two courses of action. First, and simplest, a change in the title from "inner city" to "metropolitan", coupled with a wider dispertion and usage by metropolitan schools as well as inner-city schools. We feel that this course of studies is applicable and desirable for students in the suburbs as well as the inner-city; for the affluent as well as the poor. In short, this program is not limited to specific cultural, racial, or ethnic groups. In addition, such a broader usage would alleviate any stigma that may be associated, warranted or not, as a result of only one segment of society (the minorities) using this course of study.

Further, we would like to suggest inviting the parents of a particular school in which the curriculum is to be employed to participate in the consideration of the academic matter to be taught. The parents should be asked if they want their children to know the following: (here we would suggest a list of questions which the FICSS units are asking) for example, 12.2:

How the U.S. spends its monies.

What are the spending priorities for the U.S?

Most parents would, we believe, want their children to learn almost all of the content dealt with by FICSS. Once the parents and other community residents agree that the knowledge for their children is worthwhile, then share with them samples of FICSS so that they can get the sense of the FICSS approach.

Without making contact with the community (parents, residents, and community influencers) criticism of FICSS may arise unnecessarily.

A further comment of a general nature is the seeming lack of provisions for children who speak a language other than English. It would be desirable to see FICSS translated into other languages to accomodate diversity. At least certain transitional attempts may be useful in which linguistic differences are considered as contact strategies in taking the learner from where he is to where the FICSS wants him to be.

The FICSS areas of content are relevant on three grounds. First the curriculum has begun to connect the content with the learner and with the needs of the family, the community, and the society at large. The subjects are very real to the learner and his environments. "Power" has to do with everyone, therefore, such a probing of power is "relevant". Secondly, the curriculum is not anticeptic. It deals straightforwardly with social realities. It may be characterized as interdisciplinary, current, as dealing with social ills, and as offering value clarification opportunities. Thirdly, and perhaps most importantly, it deals with diversity and is not the standard homogenized approach. Considering the perspectives of five minority populations is a much-needed and refreshing contribution.

A possible shortcoming is that while FICSS confronts important questions and challenges of the urban environment, it does not deal with alternatives that individuals in this environment may employ. In a curriculum that encourages social discovery, it is incumbent to mediate hostilities that may emerge from feelings of frustration. The overriding value of any curriculum is best measured by the degree to which it is actually extended and employed in the learner's life. Teaching the learner to do something about his environment beyond the scope of the classroom is the ultimate purpose of any curriculum.

Suggested ideas for experiential parts of the curriculum need to be improved. For example, in dealing with political organization, the learner needs to explore different forms of organization (dictatorship, anarchy, democracy) even in the classroom. Learning through

experience that rules and controls are needed, rather than having to accept such a value, should be an integral part in such a course of study. As a further example, we refer to the second grade unit on housing. Many activities could be conducted to concretize concepts such as field trips to see different types of housing, asking older children to put on a play, etc. Also, in this unit we suggest changing the names of Mrs. Clean and Mrs. Pig-Pen to something which might not conjur up "stereotypes". Further, the banker makes inappropriate assumptions in jumping from a discussion of mortgages to public housing. Such assumptions may imply racist attitudes to some educational consumers.

The detail of the content in this particular unit may be inappropriate for the needs and interests of a second-grader, and may become a chore to digest. The teacher as well may feel compelled to "cover" all of the information in the unit. We all recognize that standard social studies courses have resulted in the teacher saying "How can I ever get to 1860 by the end of the term?". We do not want FICSS to get into the same "covering equals learning" box. The intent is appreciated while the "overpackaging" is not. On this level we suggest that starting with animals and their dwellings might be useful in conceptualizing the need for housing. Then an experiential approach to different types of housing may be accomplished, as mentioned earlier. Inviting community people, realtors, housing authorities, and others into the classroom to discuss housing with the children would also be desirable.

As mentioned earlier, the content areas touch many vital issues that are important and relevant to the student. We would like to suggest other topics that might also be relevant to the learner in your interdisciplinary approach:

1. Health Power (medical, diet, safety, etc.)
2. The consumer (as a full unit and not a portion)
3. What are my rights? (a practical unit on legal self-protection)
4. The Mass Media and You (what to watch out for in advertising and programs)
5. Roles (examination of the roles students are likely to assume in their lives--parents, teachers, workers, etc.)
6. Environments (a full unit on the state and future of the student's immediate environments--e.g. inner psychic as well as external)
7. Powerlessness and Bureaucracy (what they are--what they do to us--what we can do about them.)

While some of the units do appear in more than one grade, we feel that the continuity of these units throughout all the grades should be even greater. The nature of the content is such that there are no simple answers for the issues considered. Hence, a more developmental approach to the issues should be used.

One specific point worth mentioning is one of the objectives

stated in the 5.2 unit on Education and Values:

"In all but a very few cases the people of a community have control of their schools."

We are in disagreement with this statement and think that it should be reconsidered. See for example, Participants and Participation by Marilyn Gittell.

Moving on to another area, we would like to comment on the apparent overemphasis and overdependence upon committees. We are not in disagreement as to the stated rationale for the use of committees and their value, but do recommend that many other means of approaching the subject matter be used, such as independent studies, youth tutoring youth, and dyadic approaches, as well as the committee approach. We feel that not all children are capable or comfortable in working committees exclusively and may work and learn more effectively in a different style.

With the recent educational movements towards alternative styles of learning we could not help but wonder how such a curriculum would fit in something like an "open" classroom or a Montessori approach. The adaptability of this curriculum to various educational alternatives may have significant implications for its continued use in some schools.

In summarizing our critique we would like to generalize some of our recommendations:

1. Keep the objectives and content but diversify the means in which the student is able to achieve the objectives.
2. Include suggestions for ways of evaluating whether the objectives have been achieved by the student.
3. With such a high-interest course of study, it may be an excellent opportunity to use it as a springboard to get at the basic skills such as reading, writing, and arithmetic, etc.

FOCUS ON INNER CITY SOCIAL STUDIES

An Evaluation

Submitted by

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May 17, 1971

1. Evaluation of the Curriculum Design

The curriculum design, in focusing largely upon the central social, political and economic issues of the day, should have greater appeal to all youth because it has more relevancy to their lives than the more traditional social studies curriculum. Particular strengths of the overall design include:

1) Attention to problems of race and cultural difference.
2) Interpretive accounts of historical facts. Attention is given to analyzing and interpreting the significance of past and current events.
3) An effort to humanize the social studies curriculum and teach values as well as facts.
4) Effort to develop attitudes toward and understanding of issues and policies.
5) An attempt to provide a more accurate, less biased account of American history. Consideration of a number of points of view.
6) Early study (Grade 3) of problems which exist in local power systems. An effort is made not simply to expose children to the ways in which systems function, but also to expose them to the failings of those systems and to efforts which might achieve change.
7) Early introduction (Grades K and 1) of the various cultural origins of Americans, an analysis of attitudes and feelings toward others, and careful consideration of relationships between an individual and other individuals.
8) The raising and consideration of controversial issues as an integral part of the curriculum.
9) Consideration of minority group history and culture and recognition of their impact on American culture.
10) Continuing focus on societal problems. Attention given to current central issues of concern such as the military and the draft.

There are some topics, however, which have either been omitted or, I believe, underplayed. Examples follow:

1) While many of the problems facing the poor and the inner-city dweller are alluded to in different parts of the curriculum, no intensified look is taken at the problems of life in the inner city, the interrealtionships between those problems, the forces which intensify the problems and efforts which can be taken to challenge those forces.
2) Racism is dealt with directly here and there and it is alluded to in other places, but it is not presented as a central strain or force in American history. Racism, I believe, should be considered as a "force" in "The Individual vs. Forces in Society."
3) Poverty is omitted as an important force in society
4) The achievements and cultural heritage of different racial groups are considered, but the interpretation of American history and American societal problems by those groups is not included.

5) Consideration might be given to a study of economic development and its potential significance for minority groups.

In my opinion, the overall design would be improved if there were more continuity between some of the source work from year to year. For example, while the relationship between the Kindergarten and first grade curriculum is evident, the transition from Grade 3's "Local Power" to Grade 4's "The Origins of Man" is not as clear. The jump from "World Power" in chapter 6 to "How Organized Groups Function in Relation to Values" is somewhat troubling especially if an effort is being made in the early years to present social studies as a continuum.

The design is tightly structured with time allotments being suggested for different topical areas. I would like to make two related suggestions:

1) Provide time for study in related subject areas of student choice. One subject may well stimulate student interest in another and tight scheduling could preclude delving into new areas of concern and interest.
2) Remove time allotments altogether and encourage individual teachers to gauge the pace of the class by progress and interest levels.

2. Evaluation of the FICSS Units

The curriculum design generally focuses upon:

1) Problems in a given topical area
2) Why change is not taking place
3) How to promote change

Many of the units, however, particularly in the middle grades, seem to encourage students to spend the greater portion of their time ferreting out factual information, some of which is not relevant to their lives, some of which is not essential to achieving an adequate understanding of the problem area. There is an apparent inconsistency here which I think should be resolved in favor of focusing student attention on critical social, economic and political problems and the achievement of change. In Unit 3.2, "Education Power", for example, emphasis is placed upon structural details of school administration and financing rather than upon the problems facing the educational systems today, especially in the inner city. In Unit 5.1 on "Government" the focus of student activity is clearly upon information and fact retrieval concerning government operations and not upon problems of government, the problems of people caused by unresponsive government, and the problems impeding change and ways to achieve change. Even the unit on drug use and abuse is filled with detailed information on specific narcotics laws, drug traffic routes and the like, information which is peripheral to the central needs of the inner-city student population. In the lower and middle grades particularly the content could be more closely related to the design and could be geared toward an analysis of those problems which directly affect and can be affected by inner-city youth and adults. In the later grades, broader consideration might be

justified.

In most units, the problems facing students in a particular subject area are included in only one of the five or six sub-areas designated as possible areas of study. For example, in the fifth grade unit on Education there are five proposed committee areas, one of which is "Selected Problems". The other areas encourage study in more factual, technical issues: "Education in America" is a historical look at education in this country, "Structure of the Educational System" delineates the different roles and responsibilities of states, counties and local school districts, and "Financing of Education" enumerates and analyzes the sources of school support. In such an arrangement, the educational problems faced by the students today are divorced from the study of education in all but one area of inquiry and study. It is my opinion that the problems facing youth in any given subject area should be used to stimulate the interest of the whole class in the unit and, even more important, should be of pivotal concern in all dealings on the subject rather than the assigned responsibility of one segment of the class. Unit 8.1 provides another good example of the proposed dichotomy when only one committee deals with Indian-White relations when that issue should be central to the study of the entire unit.

In some cases, the central issues of concern for inner city students are overlooked or underemphasized. In Unit 5.2, "Education and Values", the section on education problems is more an analysis of the Economic Opportunity Act than an analysis of the problems of inner city education and what can be done about them. In the unit on Capitalism, the relationships between capitalism and democracy on one hand, and the poverty and minority populations on the other are not drawn. In some cases, there is not enough attention paid to relating problems of the past to relevant issues or problems of today. For example, in 11.1, "Stability and Change": An American Life Style", as past periods in, and documents of, American history are studied, efforts could be made to consider the underlying problems and issues of the past (desire of American colonists to achieve and preserve individual and civil liberties, efforts to legislate morality, etc.) in terms of the problems of American society today. In this way, the problems of the past might have more meaning and interest for the students.

In the twelfth grade unit on American government, the focus is upon government's structure and functions but no particular emphasis is placed on the relationship between government and monority communities. In a top-grade study of government, it might be instructive to analyze governmental programs (especially current ones) designed to assist minorities and the poor in terms of their goals, their successes and failures. The effect of political power on programs designed to aid the poor might also be of prime interest here.

A small part of the content is not presented in an objective

fashion. One unit--on the military-industrial complex--is clearly biased. If the goal of a unit is to present one point of view (in itself a questionable approach and clearly not the intent of the overall curriculum design here) students should get that point of view from source materials and not from the curriculum guide itself. One related concern--the generalizations and knowldege to be imparted in each unit should be gone over carefully with an eye toward weeding out overdrawn, sometimes inaccurate, statements which may mislead student as well as teacher.

3. Evaluation of Teaching Strategies

It is not clear why the same basic teaching strategy is used throughout all units regardless of content, student age, or of teacher and student preference. It would seem that teaching strategy should be based upon the goals sought, the material and ideas to be presented, the availability of materials, and upon a host of other variables which cannot always be predetermined.

As proposed, every unit from Kindergarten to Grade 12 would begin with one or more exercizes designed to stimulate student interest followed by the raising of 40 to 60 questions, by dividing the class into five or six groups, each one charged with tackling one of the problem areas, and by a series of reports to the class. I anticipate a number of problems with this approach:

1) Utilization of the same approach, over and over again, year after year, would be tedious at best.
2) Continued reliance on group process seems unwise especially in the inner city with the wealth of different individual needs of the children. It would seem that primary focus, especially in the early years, should be on fostering positive self concepts, often through individual effort.
3) Strategies are not determined here by careful analysis of unit goals and the particular needs of the students in the class.
4) Student reporting to the class is not a sure-fire way to maintain student interest. Continued reporting could well deaden interest.

The lack of variety in teaching strategy seems ill-suited for inner-city youth. Since stimulating motivation is critical to success in the ghetto classroom, changing methods and teaching strategies are needed along with a relevant curriculum if student interest is to be maintained.

The format and choice of subject matter clearly allow for the adaptation of a variety of teaching strategies. There seems to be no reason to recommend the same general course of action throughout the curriculum to the exclusion of many different and sometimes more relevant strategies. Instead of the typical division into committees for what could become tedious fact-gathering on the

structural forms of city governments, Unit 3.1 on City Government could be built around setting up a city government in class with students who are not serving as officials representing the different occupations, racial and class interests of the city. The legislative body could consider controversial issues with the various interest groups voicing their concerns and the whole class having to decide, while playing their roles, how to bring the matters to resolution. A judicial body could be set up to function in similar fashion. Learning, in such situations, would still be pupil-generated while the emphasis would clearly shift from ferreting out and learning some comparatively irrelevant facts about the structures of different forms of city governments to understanding the dynamics of government, interest groups, conflict, etc. It would seem that what needs to be understood in this unit are the conflicting pressures on government and why government responds as it does. If so, experiential learning seems to be the key to achieving the goals.

Similarly, in Unit 3.3, "Business in Our Community", the entire study might be centered around setting up a business, going out into the community and seeing what the needs are, and learning all that is needed to make a business concern operational. The Junior Achievement Program could be tied in with community businessmen providing sponsorship, supervisory know-how and technical assistance. Learning through doing seems so much more vital than dividing into groups and studying small business, big business, unions and general business problems, especially at this age level.

In some cases, teaching strategies and examples are overdrawn. Note the Mr. Clean sketch in Unit 2.2. In each unit comes the recognition that interest should be stimulated at the beginning. However, in efforts to stick to predetermined methodology, the most interesting of all proposed activities are reserved for one of the five committees later. Some of the suggestions for commencing a new topic will not achieve their objective--unscrambling "RENT NO GEM V" will not stimulate the interest of fifth graders in government. Such contrived approaches do not seem to me to be the key to stimulating learning in inner-city children. Inner-city children, like other children, do not need artificial devices to get them interested in and talking about the problems they see in a given topical area as long as the topic and problems are relevant to their lives.

Some of the learning activities seem appropriate. Taking questionnaires out into the community to survey and understand housing needs seems to be a good way to increase student understanding of housing problems in the area. In general, expanding classroom walls to make the entire city a learning laboratory is a worthwhile approach and, therefore, I am more kindly disposed toward taking students to drug treatment centers, as proposed, than

bringing drug rehabilitation officials into the classroom to talk, or bringing businessmen in to speak with students or asking students to read encyclopedia accounts to discover facts about Indian culture. Whenever possible and feasible, children should be encouraged to get out into the community to learn by doing and seeing.

Other learning activities which are designed to force students to think through an important problem which is central to their area of study seem workable. In my opinion, some of the better examples proposed include role-playing tenant-landlord disagreements, dividing a classroom into single-family homes and high-density apartments and analyzing the living problems on each "side" of the room, role playing a situation in which 400 persons are forced (by a crash landing on a deserted beach) to devise their own political and economic systems, and role playing discussion groups representing corporation and union viewpoints in given problem situations.

APPENDIX L

FICSS Newsletter

"The Social Studies Scene"

the social studies scene

AN OCCASSIONAL NEWSLETTER PUBLISHED BY PROJECT FICSS, FOCUS ON INNER CITY SOCIAL STUDIES ROOM 121, COLLEGE OF EDUCATION, KENT STATE UNIVERSITY

Winter 1971

IMPLEMENTATION

The implementation efforts of Project FICSS during the 1970-71 school year are being carried out as outlined by the Bureau of Educational Research at Kent State University.

Each of the five school districts within the project has an equal responsibility in implementing FICSS units with allowances being made for student population and ethnic composition. Mansfield is responsible for all FICSS units at Grades 2 and 5; Youngstown Public Schools, Grades 3 and 7; Akron Public Schools, Grades 4 and 8; Canton Public Schools, Grade 1. The Youngstown Diocese shares responsibility with the Youngstown Public Schools in implementing units at Grades 9 and 11. The Diocese also

FICSS REPORT TO NATIONAL CONVENTION

Dr. Arnoff and four research assistants were asked to make a presentation of Project FICSS at the convention of the National Council of Social Studies last Thanksgiving in New York City. Dr. Arnoff discussed the rationale of the Project and the curriculum design, and each R.A. presented one segment of the teaching units. The audience showed great interest in the Project, and the presentation was well received. The necessity for making social studies relevant to the needs of students was a main theme of the convention, and our curriculum seemed to have wide appeal to the delegates. We have had many requests for information about the project and for materials since the Convention.

FROM THE DIRECTOR:

We are nearing the home stretch! While I do not necessarily like the analogy of education to a horse race, it is nevertheless true that we who have laughed, loved, languored, lamented, listened and labored in and because of Project FICSS, are nontheless approaching the final phases of its operation. Win, place, or show, our Project has, nonetheless, been very worthwhile. I, personally, feel that we have all gained immensely and believe we now know, with more precision, what the inner-city is in terms of its realities in the physical, emotional, and psychological senses.

Curriculum Relevance:

I believe we also have some greater insight into the meaning of curriculum relevance for we have carved out our own definition. In a rather brief form, I think it could be described as that course of study which effectively speaks in a realistic manner to the multiplicity of problems which are inherent in the daily life of our great nation. I think we have also become a little more clear that it is one of the major goals of social studies, especially in the inner-city, to enable all people to understand their own condition and that of others and how to take appropriate action to modify these realities.

Methodological Relevance:

I think we have learned other things. I, and several of the FICSS staff, have made visits to various schools

in the inner-city to observe our units in progress. We have noticed that there are some things which contribute to the development of that climate which proves exciting and stimulating to the children of the inner-city. Perhaps, one of the keystones of this is allowing the individual to pursue those things in which he has developed an interest. I walked into one ninth grade classroom, in which I found five tables of boys and girls. The class was more than three quarters black. When I came in I was not ignored, but the activity at the five tables continued. Slowly, I went around table to table, inquired what was being done, and most importantly how the students liked the way in which things were being done. The young people were enthusiastic about the pursuit of their studies. I asked them why, and they said, "Man, this means something to us." I asked them what they had done previous to the introduction of this unit. (9.1). "Oh, we studied from that old civics book." Question: "Well, is this in any way related to Civics?" Answer: "No." Question: "Well, who gets the worst end of pollution?" Silence. Several answers finally led to the conclusion that we who live in the midst of the inner-city are the ones who are going to be getting the worst pollution. Question: "Who are the people who most consistently vote?" Question: "Who are the people who contribute to the campaign of the various legislators?" Question: "If you are a legislator, to which kind of people would you be responsible or most responsive?" Question: "Does pollution have anything to do with Civics?" After some discussion, the students did see the point.

Reading and Social Studies

Within the same class there was a marvelous phenomenon which I observed in several other classes which were "turned on." Students were reading books on pollution with such words as ecology and other rather heavy terms. Yet, when I had the students read for me, it was apparent that their reading level was not commensurate with the level on which the book had been written. I asked them if they didn't find the book difficult. They said, "Yeah, but it does give us the kind of information we want." I was excited because here students were reading to learn, not only learning to read. They were willing to tackle difficult books because they answered their real questions. Now that the research assistants have completed the editing of the first three units at each grade, they will utilize the teachers logs and the test results to again revise the units into final form. The units which will not be evaluated (those beyond unit three, in most cases) will be produced as "Working Papers for Unit..." These will be available to the school district for further development as they see fit.

"Please send information..."

The requests for information on Project FICSS are flowing in. In fact they are putting an extra load upon the secretaries. But that is what we are here for, to help others gain from our experiences and insights.

Yes, we're in the home stretch and I, for one, must admit, that I do look forward to a return to 'more normal' hours and conditions. Yet, as demanding as the Project has been, I am proud of our work which I believe makes a significant contribution to the area of social studies education. I am proud of those who helped to make these results a reality.

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IMPLEMENTATION (CONTINUED FROM PG. 1)

cooperates with Akron and Canton in Grades 6 and 10. At the 12th Grade level, FICSS units are being taught in Akron and Canton.

A total of 108 classrooms in the five school districts are being evaluated during the 1970-71 school year. In addition to the 108 evaluated units, there are also additional non-evaluated units. In these classes the students are being exposed to the materials; however, there is no pre- or post-testing being done.

Most of the teachers in the five districts were selected by personnel in the curriculum department in cooperation with the principals of the schools in which the units are being taught.

The role of the implementor has been to directly coordinate the implementation efforts in the Youngstown Public Schools and to aid in the coordination of the programs in the other four districts.

Persons from the five districts are: Miss Pearl Drews, Akron; Mrs. Helen Malone, Canton; Mr. Earl Price, Mansfield; Sr. Bernadine Jansen, Youngstown Diocese; and Mr. Thomas Calpin, Youngstown Public.

UNITS: PROGRESS REPORT

Approximately twenty-five units have been produced and distributed to our cooperating school districts. All of the first units at each grade level are produced and are being taught. Second units are almost completely finished, and the third units in each grade level sequence are due out by the end of February.

Second semester units (according to the design) will be typed as originally written and distributed in limited quantities to the five school districts. They will be titled Working Papers for Unit --- and will not be edited

(Continued in right-hand column)

STAFF CHANGES

This year has witnessed some changes in the staff of FICSS on campus. Several new people were added as research assistants to replace those who went on to other work. Shari Popen, a graduate student in education with high school teaching experience, took over one assistantship which was vacated by Sandra Jamison, who moved to the History Department at Kent. Mark Arnold, another graduate student has been with us for two quarters as an editor of units. He will be leaving at the end of winter quarter to rejoin the United States Army, with a commission as Captain in Infantry. Muhyi Shakoor completed his Masters degree work and is working in counseling at Cleveland Community College. Harold Reid, former Assistant to the Director completed his work with the Project at the end of the summer.

Ruth Ralph of the evaluation team returned to full-time doctoral studies, so Linda Gibson, Jim's wife, joined evaluation thus making that department a team in every sense.

New on the office staff are secretaries Jean Chereck and Kathy Glynn. The have been assisting Suzanne Cherry, the head secretary in the gigantic job of typing and producing units. An accounting student, Tom Brown, works part-time keeping books for the project.

Graduate assistants, Ken Magenau, Rosanne Marek, Larry Pennell, and Marion Stroud are still hard at work editing and rewriting units.

WHERE THE ACTION IS...

Teachers in inner-city schools in the five cooperating school districts are field testing the units produced by Project FICSS. The real test of the materials is their use with students in the classroom. Teachers who have given the extra time and effort to presenting new materials and the use of new teaching strategies are performing a vital service to educational innovation. A vote of appreciation for service "above and beyond the call of duty" to:

AKRON

Mrs. Gates - Grace School
Mr. Felldin - Portage Path School
Mr. Malloy - Leggett School
Mrs. Dempsey - Leggett School
Mrs. Sesic - Margaret Park School
Mrs. Howels - Goodrich Jr. High
Mr. Knotts - West Jr. High
Mr. Davidson - Goodrich Jr. High
Mr. Thomas - Thorton Jr. High
Mr. May - Goodrich Jr. High
Mr. Kalapodis - Thorton Jr. High
Mr. Floyd - West Jr. High
Mr. Brubach - North Jr. High
Mr. Holko - Buchtel High School
Mr. Kearns - Central High School
Mr. Robishaw - Buchtel High School
Mr. Collins - South High School

CANTON

Mr. Scherer - Martin School
Mrs. Collins - Burns School
Mrs. Brown - Martin School
Mrs. Taylor - Burns School
Mrs. Jenkins - Belden School
Mrs. Preda - Washington School
Mrs. Stevens - Roosevelt School
Mrs. Barrett - Wells School
Mrs. Jones - Allen School
Mr. Burch - Lincoln High School

MANSFIELD

Mrs. Anderson - Newman School
Miss Marshall - West 5th School
Miss Kamen - Hedges School
Miss Watson - Hedges School

MANSFIELD (Continued)

Miss Hock - West 5th School
Miss Frallfogal - Hedges School
Miss Callaher - Roseland School
Miss Edick - Creveling School
Mrs. Pope - Hedges School
Mr. Boerger - Newman School
Mr. Kaufman - Creveling School
Miss Smith - Roseland School
Miss Hamilton - Hedges School
Mr. Knabe - Hedges School
Miss Twithell - West 5th School
Miss Solon - Creveling School

YOUNGSTOWN PUBLIC

Miss Fitch - Harrison School
Miss Joyce - Harrison School
Miss Boyd - Madison School
Mr. Kinsley - Madison School
Mr. Crimm - Madison School
Mrs. Goltry - McKinley School
Mr. Deniro - McKinley School
Mrs. Reed - Jefferson School
Mrs. Williams - Stambaugh School
Miss Saunders - Williamson Scool
Mr. Iberis - Lincoln School
Mr. Sutman - Lincoln School
Mr. Collins - Jackson School
Mr. Winsen - Mary Haddow School
Miss Ritchie - Tod School
Mr. Boomhower - Sheridan School
Mr. Ellis - Covington School
Mr. Sarkis - Covington School
Mrs. Mark - Cleveland School
Mr. Vbek - Sciencehill Jr. High
Miss Gallo - Sciencehill Jr. High
Mr. Testa - Princeton Jr. High
Mrs. Ratliff - Hillman Jr. High
Mr. Hallamon - East High School

YOUNGSTOWN PUBLIC (Continued)

Mr. Barabas - East High School
Mrs. Hooks - South High School
Mr. Resch - North High School
Mr. Remias - Channey High School
Mr. Veletich - North High School

YOUNGSTOWN DIOCESE

Miss Reis - St. Mary's School
Sr. M. Paula Rose - St. Stanislaus School
Mrs. Palante - St. Patrick's School
Mrs. D'Eramo - St. Patrick's School
Mr. Kane - Cardinal Mooney
Mr. Giambatista - Ursuline
Mr. Kopp - Ursuline
Mr. Stoops - Cardinal Mooney
Mr. Wilgus - Central Catholic
Sr. M. Catherine Doran - Cardinal Mooney
Sr. M. Ellen Dean - Ursuline

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